

# CHILD WELFARE

## *The National Parent-Teacher Magazine*

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

### OFFICERS OF THE COMPANY

President, Mrs. Charles H. Remington  
Vice-President, Mrs. Hugh Bradford

Treasurer, Mrs. George S. Wertsner  
Secretary, Miss Ruth A. Bottomly

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Vol. XXV

MARCH, 1931

No. 7

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M. A. FERRE,  
Circulation Manager

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E. TWISS,  
Business Manager



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# Who Wrote It



# How To Use It

**Phyllis Blanchard** is psychologist at the Philadelphia Child Guidance Clinic where she helps parents to solve the problems of child training that are disturbing them. She is author of *The Child and Society*, *New Girls for Old*, and other books.

After experience as a Red Cross county nurse and a school nurse, **Mabel Johnson** has been for three years field nurse for the Minnesota Public Health Association. Much of her time is spent in making school inspections, where she has ample opportunity for studying the nutritional needs of children.

**Horace B. Ward** is Scout Executive of the Macomb County Council, Boy Scouts of America, at Mt. Clemens, Michigan.

**Stella Holly Stocking** has been a teacher and is the mother of three boys. She is in active cooperation with her husband, **William R. Stocking, Jr.**, in his work in child training courses. Mr. Stocking, now principal of the Southeastern High School, Detroit, established the first course in child training in a Detroit high school—the Central High School of that city. The course is now given in several high schools of Detroit.

**Maude Maxson Nelsen**, who now lives in Joplin, Montana, knows about rural schools from her own teaching experience in the state of Washington.

**Irene O'Brien** is a member of the faculty of the Scott High School, Toledo, Ohio, and advisor of the senior class.

**James Edward Rogers** is director of the National Education Service, and secretary of the Department of School Health and Physical Education of the National Education Association.

**Flora M. Thurston** is executive secretary of the National Council of Parent Education.

Committee chairmen of the National Congress of Parents and Teachers who have contributed articles to the *MARCH CHILD WELFARE* are **Ada Hart Arlitt**, of the Committee on Parent Education; **J. W. Faust**, of the Committee on Recreation; and **Margaret Justin**, of the Committee on Home Economics.

**Mrs. M. P. Summers** is president of the Iowa Congress of Parents and Teachers, and **Marou Brown Little** (Mrs. William F. Little) is president of the New Jersey Congress.

March, 1931

Parents of very small children are especially directed to *Feeding the Finicky Child* (page 397); *The Left-Handed Child* (page 421); and also to the *Mental Hygiene* (page 434), with its graphic outline of what to do if jealousy begins to show itself in a child.

Does your child rebel at eggs, milk, cereal, or some other important article of diet? In *Feeding the Finicky Child* Miss Johnson has given recipes and devices for making wholesome foods attractive.

There is much food for thought for both parents and teachers of grade school children in several articles this month. Straight home to all teachers comes *Do You Know Your Pupils?* (page 391), and parents as well as teachers must be vitally concerned with *The Effect of School Marks on Personality* (page 394). As for *The Murderous Twelve* (page 402), there is no one in any community who ought not to be interested. The rural teacher will find something suited to her needs in *Discipline in the One-Room School* (page 410), and parents will find light on a perplexing subject in *Children, Money and Thrift* (page 412).

Try some of these in your discussion groups: Are marks founded on a sound basis? What effect do they have on the child who is slow?

Or these: When shall we begin to give children an allowance? Shall we let them spend gift money as they please? Shall we punish them by docking their allowances? (Garry C. Myers in *More Adventures of the Fink Family* (page 417) sheds some light on this same subject.)

Those who have sons and daughters of high school age will find a new angle of training boys in homemaking presented in *Home Economics from a Mother's Point of View* (page 406); and a plea for specialized education for their sisters in *Opportunities for Girls Through Home Economics Training* (page 408). *Problems of High School Students* (page 427) presents searching subjects for group discussion. It is a report of a questionnaire sent to 100 high school students.

Have you a boy in college? Then turn to page 426 and read *Fathers' Day in College*.

*Physical Illiteracy* (page 429) tells why there should be a director of physical education on the staff of every state superintendent of schools. Thirty-six states have such directors, but why stop there when 70 per cent of our 26 million school children still have physical defects?



© Ewing Galloway


*Real Sport on a Rainy Day*





# Conventions

*Dear Parent-Teacher Members and Friends:*

 AN anticipation of state and national conventions, we are now attempting to summarize and analyze the activities of the year. We must have reports that will clearly indicate the direction in which we have progressed and which will afford, in a statistical way, records that may be compiled for reference and study. Our reports once completed, we anticipate the convention itself. "What do we expect of a national convention?" The question asked by each delegate may be answered in as many ways as there are delegates. Some expect large audiences; some, speakers of national repute; some desire social features; others, conferences; while some find a convention of little appeal unless it has all these features. Yet there are certain reactions and values that each one should find in any convention of our National Congress.

A national convention is composed of delegates that represent a variety of experiences and achievements. The delegates from the states that have large memberships find a national convention much smaller in its registration than a state convention, yet this smaller group represents the whole United States. The delegates to a national convention are expressing a willingness to enlarge their vision and become nationally minded, and are realizing that to see no farther than one's own limited field is to handicap one's development. A national convention provides delegates with the opportunity to realize that state organizations are branches of the National Congress, varying in possibilities and needs, yet expressing a unity that binds them together in national service to children. To grasp this unity of purpose, in spite of diversity of expression, is in itself well worth the consideration of each delegate. It is thus that the radius of interest is extended and growth made possible. With increase of interest comes the vision of a greater service to be rendered; a consciousness that devotion to childhood is not limited by geographic boundaries.

To create inspiration is also a function of a national convention. To find one's self in a group of earnest, conscientious and loyal members of sincere purpose is, in itself, inspiring. To know of their accomplishments and their hopes is stimulating; to hear the tributes which are paid to the Congress by those whose experience is wide and whose opinions are nationally respected gives fresh determination to serve it loyally and well.

To give the delegate information for his work in conference groups and instruction classes is another function of a convention. General topics and individual interests are brought to these meetings for discussion and analysis, and the experience of people from all sections of the United States is brought to bear upon them. Specialists and lay leaders learn from and strengthen each other. The search for personal information on special problems is completed; the fund of general information is increased. The delegate becomes better able to judge of his own work by comparing it with the work of others and by realizing that certain standards are necessary for efficiency.

To provide for friendly contact among its members is perhaps as important as any other feature of a convention. The Congress is noted for its friendliness. The

delegates, officers, and guests meet in the happiest of personal contacts with a cheerfulness that is heart-warming, an affection that is real.

To summarize: One may expect and find that a national convention increases the radius of interest; enriches one's knowledge of service; provides inspiration; disseminates information on special and general problems; sets standards of efficiency in service; brings the warmth of friendly social contacts; gives to individuals and groups an impetus that lasts throughout the years.

May all of these benefits come to our delegates at the next annual convention, and may their opportunity and pleasure in serving be increased by their efforts to apply these benefits to their several communities.

*Mrs. Hugh Bradford*

*President, National Congress of Parents and Teachers*

### *The Next National Convention*

**T**HE whole State of Arkansas is hostess to the next convention of the National Congress of Parents and Teachers, May 3-7, and Hot Springs is the hostess city.

With the cooperation of the civic clubs and the Chamber of Commerce of the hostess city the planning committee is preparing for the national delegates, fully determined to give them the most delightful entertainment possible and to make them happy during their stay in Hot Springs.

Mrs. C. H. Thorpe, of Little Rock, national chairman of the Committee on Citizenship, is general chairman of the convention arrangements, and Mrs. Scott Wood, of Hot Springs, is hostess city chairman. With Mrs. L. D. Reagan, state president, and Mr. C. M. Hirst, state superintendent of Schools and chairman of the Committee on Illiteracy, they form an invincible group entirely capable of taking care of the invading hosts of the National Congress. Delegates from every state in the Union are looking forward with keen anticipation to the next convention in Arkansas.



*Beautiful mountain drives, bridle paths and trails call to nature lovers at Hot Springs, National Park, Arkansas.*

# Do You Know Your Pupils?

(Continued from the February Issue)

BY ARTHUR DEAN

DEAR TEACHER:

**D**O you know your pupils?  
"What an absurd question! Of course I know them. I have their names and addresses, the names of their parents, fathers' occupations, results of a mental test, their height and weight, hearing, heart and sight tests, condition of their teeth, reading quotient, color of hair, and school subject records from the day they entered school to the moment they came into my room. Besides I have their deportment, tardiness, and absence records. I keep, either in my room or on file at the principal's office, data enough on the children to sink a ship. What more do you want? A pupil cannot sneeze without having someone in authority demand that I record it."

Bless my soul, my dear teacher, hand me the smelling salts. These records may be dumb and even dumber. In the hands of the teacher they may be alive. Use the cards to help you understand the children in your charge.

Henry doesn't seem to understand your question. He stares at you. Finally he "seems to get you." You ask yourself, "What's the trouble?" and then say, "Oh, the boy is just a plain fool, that's all." Now, are you sure about it? Just go to the records and you may find "hard of hearing."

"Susan makes up faces at me when I look at her." Sure about it? Go to the records and you may find something about eye squint or maladjustment of focus.

Bill shows lack of initiative, will do anything when everybody is doing the same thing. No independence of judgment. Sure about it? Go to the records and you may find: "In early years attended orphan asylum."

Helen seems temperamental and easily

fagged. "Up and down," you say. Sure about it? Go to the file and you may be surprised at her heart record.

At the same time remember there are things which are never recorded on cards, and if they ever get so recorded there will be nothing for you to do except to call yourself a machine hand in a Ford Educational Plant. System made wonderful Model T's in a factory, but it will be a sad world when all people are tin-lizzies. Take for example:

The boy is very sleepy in the first recitation of the day. "Wake up, Redhead; this is algebra hour and not bedtime." Sure about it? Find out, as I did once, that he had been since 4 A. M. delivering milk, and that while I was snoozing peacefully he was out in the cold without breakfast.

The boy doesn't concentrate. That is, he does not concentrate on your classroom work. His mind wanders. He is always making sketches when you are not looking. Always looking out of the windows toward the fields. Oh, how sure you are of his non-concentration! You may find that he is the most concentrated youngster in the class. He is concentrated on some one thing outside of school. What is it? It is lots of fun to find out. Louis Fuertes, the painter of bird life, was this type. His "lack of concentration" nearly drove his father crazy. The father wanted him to become a famous engineer, and "all that boy can and will do is to lie under the trees and listen to birds sing." Frederic Remington, the artist, couldn't concentrate on geography. If only his teacher could now resurrect that geography with its marginal drawings of cowboys, steers, and Western plains!

The boy fails in his composition. "Never could write if I would and never would write if I could," he mutters when bawled

out for not handing in a theme on, "Describe the Emotions of the Pussy Cat When Chased by a Dog." No doubt he is a dumb-bell. "Well, anybody," you say, "could write two hundred words on the feelings of a hard-pushed cat if he was so minded. Put yourself in the place of the cat." Sure about that? Somewhere or somehow he may have a hitch in him that keeps him from being "so minded." I knew of a boy who couldn't write a two-hundred word theme "on any subject" to save his sweet life; who always nearly flunked or barely passed in his English, high school and college, and would have failed for the rest of his days except that by the merest of good fortune his teacher, the renowned Professor ———, who wrote many "Rhetorics," departed for new fields of torture and a green young teacher substituted for a month. Robert Herrick—just out of Harvard—at least knew one pupil and instantly the boy became "so minded." How? That's the secret which is behind every teacher who succeeds in getting the mule to drink at the trough.

Remember, teacher, that behind the two very necessary and desirable pedagogical adjuncts to the classroom teacher (the researchers and the administrators) there is always hidden somebody of very great importance. The buildings are built to house him. Teachers are engaged to teach him. Salaries are paid that we may know him. Courses are given that he may discover himself.

Behind the blue print, back of the appropriation, beyond the mathematical curve there is this somebody we must write, talk, study, and know more about.

And that somebody is THE PUPIL.



## HOMES IN THE MOUNTAINS

BY ARTHUR GUITERMAN

Little homes in the mountains,  
Little homes in the hills,  
Up where the snow-born fountains  
Melt in a score of rills.

Reared where the sky incloses,  
Up where the day is born,  
Each with its garth of roses,  
Each with its patch of corn.

Shack of the logger's rearing,  
Hut in the craggy glen,  
Cot in the sun-washed clearing,  
Yours is a breed of men!

Men of the larger pattern,  
Men of the cleaner lives,  
Fathers of clear-eyed children,  
Husbands of plain-clad wives;

Strong with the day for labor,  
Calm when the star-vault domes,  
Wise in the simpler wisdom,  
Blest in their little homes.

Up where the days are tranquil,  
Up where the nights are cool—  
Little homes in the mountains  
Clustered about a school!

*The teacher is not always unaware of his responsibility for poor student performances. Witness this note on a college professor's door: "The papers from the class are the poorest I ever got in twenty years of teaching. . . . It would be wise not to bother me for the rest of the week, which I must spend in humiliation and prayer."*



*An illustration of how little children are cared for while their mothers attend afternoon parent-teacher meetings. Two mothers are looking after these youngsters at the Emerson School, Saginaw, Michigan.*

## BULLETIN BOARD

### MAY 1, NATIONAL CHILD HEALTH DAY

Keynote: "Community Responsibility and Cooperation in Child Health and Protection."

Program: To be based on the findings of the White House Conference as expressed in The Children's Charter.

### HOT SPRINGS, ARKANSAS

May 1-2—Parent Education Conference.

May 3-7—Annual Convention of the National Congress.

Theme: "The Challenge of the Children's Charter."

### DENVER, COLORADO

July 27-August 1—Conference of World Federation of Education Associations.

International Federation of Home and School.



# *The Effect of School Marks on Personality*



OF the traditional custom of rating children's work in

BY PHYLLIS BLANCHARD

school and sending home reports of their marks were to be considered just, we should have to assume that all the pupils in a class start at scratch, from a line of equality. But all our scientific studies of the mental life of the child indicate that this is never actually the case. The children in any class, however carefully graded, vary considerably with respect to memory, reasoning, imagination, and other intellectual traits, and still more widely in habits of attention, concentration, industry, and perseverance. Indeed, there is probably a far greater variation in these characteristics than in the more easily observed physical ones of height, weight, complexion, color of hair and eyes, et cetera.

In spite of such mental differences, each pupil is marked in comparison with others in his class, no matter what may be his special abilities or his peculiar handicaps. A high mark means only that a pupil's work is better than that of most of his classmates, although it may not mean that he is doing the best work of which he is personally capable. A poor mark simply indicates that a pupil is not doing as well as his classmates, although he may have put forth more effort than many of them and have worked with what for him as an individual was maximum efficiency. Only in certain of the more progressive schools do marks on a report have any less superficial basis.

## *The Very Bright Child*

THIS situation with respect to school marks may react unfavorably on the development of the child's personality. The very bright child, who is able to learn more rapidly and easily than the balance of his classmates, is able to obtain high marks with

relatively little effort. Moreover, he does not need all the time allotted

for study, and frequently has so many unoccupied moments that he becomes bored with the work and grows restless, or amuses himself by daydreaming. If these reactions are carried to an extreme degree, he may become actually a problem in the classroom, disturbing the others at their work by his fidgeting, or losing himself so completely in daydreams that he seldom knows what he has been asked if called upon to recite. As a result, his school marks may be lowered, so that in spite of his superior ability his reports are poor. If, in spite of his lack of interest, he still maintains a fairly high standing, his situation is not conducive to the development of habits of sustained attention, industry, and perseverance, or to the exertion of maximum energy and effort. Yet these are the qualities which he will need later on for success in institutions of higher learning or in the world of work.

## *The Slow Child*

THE child who learns more slowly than the majority of his comrades and receives low marks continually, is likely to become discouraged and to feel himself a failure. Since his best efforts bring such unsatisfactory results, he begins to feel that there is little use in trying to do well and loses all interest in his studies. He may try to run away from this unhappy school situation by joining the ranks of the truants. Or he may excuse himself by blaming the teachers and thinking that they are unfair to him. Often this antagonism to the teachers is expressed in disobedience and rebelliousness, until the child is considered a problem from the disciplinary as well as from the educational viewpoint.

March, 1931

### *Special Reasons for Success or Failure*

WHILE intellectual abilities are among the primary factors determining success or failure in school, they are not the only ones. There are children of excellent capabilities who are unable to realize them. Perhaps they are carrying over into the pupil-teacher relationship habits and attitudes already established toward their parents which interfere with the efficient use of normal learning ability. Or perhaps special disability in some one subject such as reading (see *CHILD WELFARE* for January, 1930, pages 228 and 229) is the basis of poor school work. It is unfortunate that in our own attitudes toward the child's school reports we fail to take into account either the differences in intellectual traits or the possibilities of some emotional maladjustment which needs to be understood and treated.

### *Attitude of Parents*

THE crux of the school marks matter, especially as far as low marks are concerned, lies in the attitude of parents toward them. If they are displeased and criticize the child severely, his feeling of failure is intensified. He may pretend that he is indifferent to parental disappointment, but this is only a pose by which he endeavors to cover up the injury to his self-respect. Underneath his surface bravado there still lingers the corroding thought that he is an inferior person. But the parents, accepting his don't-care pose at its face value without sensing the unhappiness which underlies it, become doubly exasperated. They believe that the child simply does not try to learn. Then, instead of trying to help the child to a better school adjustment, they merely intensify their criticism of him.

Even if their criticism is not expressed by scolding or nagging the child about his school reports, there are other ways in which it is apparent to him. There may be a brother or sister who is praised for getting good marks, and if the parents refrain from making overt comparisons, the child

is capable of drawing his own. He experiences the very bitter feeling that the more fortunate brother or sister is a source of greater satisfaction to the parents than he is; he believes that he must have forfeited some of their affection while the other child has gained it. As a result, he may become jealous of his lucky rival and pick so many quarrels that the peace of the home circle is completely upset.

Again, if the child is a member of a family which holds educational success as one of its traditions, he may very early become imbued with the same ideals for his educational and vocational future that he has frequently heard expressed. When this is the case, the child has a dual experience of failure, for he feels that he has disappointed not only his parents but himself. He sees himself as unable to reach the goal which his parents have set for him and which he has also set for himself. The effect of such failure is often seen in the development of a feeling of inferiority which persists into mature years and handicaps the individual in his adaptations to vocational and social relationships.

### *The School Sees Dangers*

IT is a hopeful sign for the future of school children that so many educators are awakening to the dangers inherent in the traditional system of marking pupils. In certain progressive schools there is a whole-hearted attempt to depart from the method of comparing children with each other, and an effort to individualize the reports. Some of the public schools, although forced to adhere to the old-fashioned way of marking, arrange for consultations between the parents and the school counsellors, so that individual improvement which cannot be recorded under the inflexible marking system can be explained. Again, many junior and senior high schools provide a fairly wide range of courses, so that students who are not fitted for the academic and college preparatory courses may have an opportunity to major in home economics, mechanical arts, commercial subjects, or other practical training. Thus, with adequate educational

guidance, the boy or girl can be directed into high school or trade school courses where there is a reasonable expectancy of success and can be protected from the experience of failure which for some types of mind is inevitable in the academic course.

### *School Needs Help From Home*

THE school's endeavor to meet the needs of the individual pupil can only be realized when there is cooperation from parents. If the latter are so committed to their own plans and ambitions for the child's future that they cannot accept the advice of the psychological and educational guidance service, the child may still be forced into a line of work which is unsuitable for his temperament and particular abilities. We need to understand that there are different kinds of intelligence; that one person finds himself in the world of books while others have a flair for the artistic, or the mechanical, or practical affairs. We need, too, to see that these varied mentalities are of equal value to society, and to avoid letting personal prejudices influence the child's future to such an extent that he is deprived

of the opportunity for developing his greatest talents.

When a child brings home poor marks from school, we may be sure either that he is in the wrong course or that he is suffering from some emotional maladjustment. We can help him to overcome his difficulties only when we understand the reason for them. In many communities there are already child guidance clinics, visiting teacher or school counselling services, or other facilities for child study which will aid the parent in working out the child's adjustment. The intelligent parent turns to these instead of depending upon criticism or punishment or introducing some outside incentive in the form of rewards for good marks. If a child is hampered by emotional conflicts of one kind or another it will take more than reward or punishment, which are unrelated to his difficulties and may only increase them, to bring about improvement in his work. And if he is being forced along lines of study which run counter to his own interests and abilities, the only wholesome treatment is to find an educational program which is more in harmony with them.

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*Tests and examinations should be used only in helping pupils to understand themselves and their progress in learning and their limitations, and to enable teachers to determine the efficiency of certain methods of study and instruction.*  
—From the report of Committee on the School Child, White House Conference.



DURING a recent address Dr. J. H. Finley, Associate Editor of the *New York Times*, related the story of a certain dull New York boy who had difficulty with a Regents Examination.

"The boy," said Dr. Finley, "found it necessary at the close of the examination to sign a statement that he could conscientiously say he had received no help on the examination. He tarried until all other

members of his class had gone and then timidly informed his teacher that he was not certain he could sign the statement, for he had asked the Lord to help him and he was not certain whether he had been helped.

"The teacher very sympathetically glanced over the boy's paper and informed him she thought he could conscientiously sign the paper."

# Feeding the Finicky Child

BY MABEL JOHNSON

IT is often difficult to persuade the reasonably well child, as well as the sick child, to eat. Over and over again to those of us who are nurses, either in public health work or on private duty, the complaints of worried mothers come. They know their children should drink milk, eat eggs, vegetables, fruits. But they tell us with a note of resignation in their voices that they cannot get their children to eat some of these things.

Fortunately most children like fruits. Eggs, however, they frequently rebel against, though many will eat fried eggs when they will refuse them poached. I have found in my experience an easy way to overcome this particular dislike. A little butter browned in a pan and poured over the poached or soft boiled egg gives the flavor of the fried egg which is so much enjoyed by the child. This browning need not be repeated each time. Mothers are busy. Labor may be saved, therefore, by browning a quantity of butter sufficient for several servings, and putting it away in the ice-box. A little of this put over a hot egg will readily melt.

Eggs are appetizing, too, when added to beef broth. When ready to serve it to the child, bring the broth to the boiling point and pour in slowly one well beaten egg. The combination will then resemble noodle soup, and yet be much more nourishing and digestible.

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*This small miss is somewhat doubtful about eating her supper.*

Then, too, the effort to get milk and eggs eaten in the form of custards often fails. Custards are wholesome and easily digested, but unless attractive—and they can easily be so unattractive!—children soon tire of them. By making them in individual cups, putting two teaspoonfuls of brown sugar with a small lump of butter over each, and covering the cup so that the heat is retained long enough to melt the butter and sugar, a delicious syrup is formed, and the custard is eaten with zest and relish.

Similarly, chocolate pudding, which is very nourishing, but easily palls on the child's appetite, may by the simple addition of one marshmallow become a differently tasting dish. Half fill a custard cup with ordinary chocolate pudding, add a marshmallow, and fill the cup with more hot pudding. Put a cover over it, let it stand a few moments, and when the cover is removed you will find that the marshmallow has swollen and the chocolate pudding has become transformed into a delectable dish.

In most families stale bread is made into puddings. When the ordinary bread pudding



begins to go a-begging, try mixing with the usual ingredients three-quarters of a cup of caramel sauce made from a quarter of a cup of sugar browned in a pan and a cup of water. Raisins in such a pudding improve not only the taste but the food value as well.

Again, some children refuse cereals. By mixing two teaspoonfuls of cocoa with a cup of dry Cream of Wheat and cooking as usual, the taste is so different that the cereal seems more like a dessert than a breakfast food. This plan may be used with other cereals which require cooking.

### *Milk*

**M**ILK, so necessary in the diet, sometimes has to be disguised. The adult may drink milk for health's sake, but not so the small child. If he does not like it, it has to be made so attractive that he will relish it. One of the best ways I have found, and one that makes either hot or cold milk a delicious drink, is to add to each glass or cup a tablespoonful or less of caramel sauce, a flavor that children usually like, as the popularity of caramel candy

bears witness. The very fact that the milk is colored a bit by the caramel arouses the child's interest. Caramel may be made up in quantity and kept in the refrigerator.

If cocoa or chocolate is left from the child's breakfast, do not throw it away. Set the cup in the ice-box, and later in the day serve it cold to the child. It is a change. More milk can be added if necessary.

Many children do not care for carrots. When giving them vegetable soup, instead of cutting up the carrots only to find later that they have been left in the bottom of the dish, try grating them. The soup will be made much more attractive and the carrots will be consumed.

The mother of the finicky child must always be on the alert to make foods which are necessary to his health and growth attractive and palatable. Children, even more than adults, tire of repetition. We serve some things hot that would be better cold, and the reverse. Plain foods in the body of the meal should be so delicious that the child will not think chiefly of the dessert which is coming, but will eat with gusto all the dishes prepared for him.



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*If the child does not like milk it must be made attractive to him.*



## Leisure and Living

By J. W. FAUST

THERE has never been a time in the history of our country when so much thought and concern have been given to the question of making a life—as distinguished from making a living. “Making an honest living” is not alone sufficient. Nowadays we must make, in addition to this, a worth while, full, and enjoyable life. For most of us the opportunity for this falls in the margins of leisure.

The problem of leisure has been the motivating objective of the recreation movement. There is scarcely a national agency today concerned with education, character development, health, spiritual life, the moral and social conditions of life, and work, which is not spending time and thought on this problem of leisure.

The history of the recreation movement is similar in many respects to that of other kindred national movements. The work of meeting specific needs in different localities has absorbed the main energy and time of many of the national agencies concerned. Today that work is bearing fruit, and to the ranks have come many new philosophers and teachers of leisure, of whom Joseph Lee, Richard Cabot, and John H. Finley were among the earliest, unless we go back to Aristotle. Ex-President Coolidge and President Hoover have stressed the importance of leisure time and its use. We have our Owen Youngs, our Fosdicks, our Kirkpatricks, our Kilpatricks, our Baileys, our Strayers, and in our own parent-teacher ranks we have Joy Elmer Morgan, who has written one of the finest editorials on leisure that we have read. We also owe him a debt of gratitude for his determination to build up new literature on leisure.

This is a great day! It has been said that the use of a nation's leisure is the test of its

civilization. There is overwhelming evidence that we are equipping ourselves to rise to this test.

### *How Define “Leisure” and “Living”?*

HOW may we define the word leisure? Definitions range all the way from the arithmetical one of hours of sleep, plus work, subtracted from twenty-four hours—which gives us the hours remaining for leisure—to the one that defines leisure as the time when we are free to do what we choose to do.

Of course, there are some people who never have leisure time. The reason why the majority of the people do not have it is the same reason which might be given to explain why some do not have savings or investments put away for cultural things and a rainy day, namely, the lack of will power to budget and set aside leisure for recreational use. But leisure per se is not a blessing. As in the case of money and other things of value in life, it is the use to which leisure is put that determines its value. The life which does not budget, or by force set aside some time dedicated to leisure-time pursuits, is warped and cannot be well rounded and balanced.

The definition of living is not so simple. Is it a worth while job? Is it serving one's fellow man? Is it in the market place, at the sick bed, or holding high office? Yes, it is all these things and others, in part, for one must have burdens to bear, tasks to perform, heights to scale, or soul and body become soft, and leisure, when it does come, lacks the tang of the hours of freedom which follow a day's work well done.

But living must be more than this. Doctor Cabot, in his book, "What Men Live By," gives us his prescription for living. It is—work, play, love, and worship. With worth while work there must be worth while play or re-creation of body, mind and spirit; play in which one can work out in creative art one's longing for truth, beauty, and goodness; play for the sheer joy of living and for life's enrichment; for singing, making music with instruments, acting, dancing, and engaging in vigorous sports. There must be time for quiet reading and for silent contemplation (one of the great lacks in most fairly well-ordered lives), time for comradeship, for sprightly conversation (one of our lost arts), time for reveling in the boundless beauties of all nature with its delights for the eye, its enticing fragrances, its entrancing sounds. All these are necessary to the mellowness of living.

Living requires love for its richest fruition, love for mother, for father, for children and for home; love for Fatherland, for one's fellow man, and love for the ever changing earth and sky. Living requires deep worship of the Creator of all good and beautiful things—worship that espouses and works for and adds to those things, and which nurtures and passes on to succeeding generations the lasting breadth and beauty in religion.

These and much more constitute the richness and fullness and abundance of life. Each is essential to a well balanced, well rounded beauty of living. The opportunity for the fulfilment of these hungers and cravings for a well rounded life comes to most of us in leisure and in leisure alone. Life is truly lived in our margins of leisure—the hours free from sleep and toil.

The importance of purposeful setting aside of leisure time and planning intelligently for its use cannot be overemphasized. President Hoover recently made this very significant statement: "This civilization is not going to depend so much on what we do when we work as on what we do in our time off—we are organizing the production of leisure. We need better organization of its consumption."

### *The Satisfaction of Life*

THE aim of the recreation or leisure-time movement, of which the National Congress of Parents and Teachers is a part, is to satisfy the urges of child life through physical, rhythmic, dramatic, manual, and social activities, and to satisfy them in such a way as to promote the child's growth in health, physique, capacity for wholesome enjoyment, and character, and to insure his safety.

The objectives for the adult are—that every man and woman shall, at least in his leisure time, be able to do those things which give him durable satisfactions. These satisfactions are, of course, individual and should be individual; but they must not be anti-social and it is to society's interest that they be, so far as possible, socially valuable.

Such satisfactions have through all the ages been found centering around certain human interests whether these be inborn or acquired. Games and sports, musical and dramatic and creative activities culminating in the arts, dancing, reading, and literature, the love of learning, comradeship with and knowledge of nature, public service—interests of these kinds have during the history of mankind proved to be durable satisfactions.

The function of the recreation movement is to help communities to make personal satisfactions in these and other valuable interests possible. In general this means two things.

*First, individuals in their childhood and youth must have opportunity to explore these various fields of interest and acquire at least elementary skills therein.*

*Second, the individual must have opportunity to continue to enjoy these interests and to exercise and develop his skills in those of them which give him satisfaction.*

For the first of these purposes society must rely upon community action expressed primarily through our systems of public education, supplemented, now as always,

by private institutions and agencies such as 4-H Clubs, Boy Scouts, Girl Scouts, Boys' Clubs, Y. M. C. A., Y. M. H. A., Y. W. C. A., Y. W. H. A., the K. of C., etc. For the second of these purposes society must rely primarily upon community activity expressed through other governmental agencies, also supplemented by private agencies and institutions. Probably in the future, as already in the past, successful activities and programs developed originally through private agencies will continue to be incorporated from time to time within the field of governmental action.

Through the provision of services of these kinds the recreation movement expects to serve the individual, his own personality development and his joy in life, and also to serve some of the fundamental interests of society in general.

### *Congress Units Are Giving Help*

IT is more than mere flattery to say that the National Congress is making a very definite contribution to the solution of the problem of the use of leisure time. Reports from state branches and large associations show more than a concern in and a study of the question; they show also the securing of land and the use of buildings made available for leisure-time activities. Leaders, as well as facilities and equipment, have been provided; and special training courses for leadership for leisure-time activities have been held. City-wide programs for such leadership have been built anew and have been increased through the devoted and intelligent action of parent-teacher associations. Of course, there is a continued need for this devotion, energy, and intelligence, because leisure time is increasing faster than we can make provision for it. We who are Congress workers are headed in the right direction, marching shoulder to shoulder with other national agencies that are deeply concerned with this same problem. We are helping to make it possible for more and more people to get away from mere existence and to approach an increasingly rich and joyous living.

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## The Books Your Children Read

A book may be a counsellor of wisdom swift and keen—

A book may be a stealthy foe in time of hungry need—

A book may lead those little feet to ports you've never seen!

Oh, mothers, won't you think about the books your children read?

A book may lend an empty day its color, life, and zest,

A book may help to give your John a purpose fixed and fine,

A book may set my Mary's little questioning heart at rest,

A book may make or mar a child—your little child or mine!

You guard his body well, I know—you keep it free from pain,

But what about his growing mind? his spirit's flaming need?

His secret young imaginings? his groping, yearning brain?

Oh, mothers, won't you think about the books your children read?

—Iowa Parent-Teacher.



*Inspection at Camp Rotary, Macomb County, Michigan*

## The Murderous Twelve

**M**AKING a mysterious cabalistic sign in the air in response to the challenge of the lookout, the boy lifted the burlap sack and slid through the doorway into the little shack. Here he was further halted by a tall youth with red hair and freckles, who demanded a password. This having been exchanged in bated breath by the newcomer and the "chief," the boy was waved to a seat on a nail keg in the corner.

"Well, Shorty," said the tall boy, "have you got your initiation fee? You know every guy that joins our gang has gotta show something worth five dollars that he has swiped."

"Yeah," replied Shorty in awed tones, "Jimmy explained all that to me when he ast me to join. I've got the five dollars' worth all right, just look."

A dozen heads clustered around Shorty as he drew forth from under the folds of his coat a shiny spotlight from an automobile. "There," cried the triumphant youngster, "that's worth at least five dollars, ain't it?"

"I'll say it is," agreed Jimmy, who as Shorty's sponsor felt a responsibility for having the lad make good in the eyes of the gang. New respect certainly showed in the glances of the other boys, who hitherto had looked at Shorty somewhat askance. Even "Red," the leader, was moved to bestow a condescending "You'll do, Kid." Whereat Shorty wriggled with joy, seated now amongst the gang on terms of equality.

Shorty was especially happy because the other boys had been very loath to accept

him at first, even on Jimmy's enthusiastic recommendation. "It ain't his fault," Jimmy had protested at the first chorus of disapproving voices when Shorty's name had been proposed to the gang. "How can he help it if his dad's a preacher? I tell you he'll be just as good a member of the gang as any guy here."

After much arguing the boys had agreed to try Shorty out. If he could meet the gang's requirement for initiation (five dollars' worth of stolen merchandise), he would probably make the grade in everything else.

Shorty had demurred at first. Parental injunctions and Sunday school teachings were strongly rooted. The idea of stealing goods was repugnant. He even objected to the name of "Shorty" which Jimmy had insisted must be his name of adoption, his title of knighthood.

"My name," protested the lad, "is Francis Asbury Jordan. My dad named me after a great Methodist minister."

"Well," responded Jimmy, "that can be your name at home, or in Sunday school, or in school, but the gang wouldn't stand for a swell name like that and they don't want ministers in this gang anyway. We ain't going to be ministers, we're going to be desprit characters, like Robin Hood and Baby Face Willie Doody."

Francis had given in at last, for like all boys he wanted the approval of his fellows, just as we older ones strive continually for the social approval of our group or circle. He consented to become "Shorty" and had dared to steal the required initiation fee. He had been the last boy in their grade at school to "stand on the outside looking in," and it had been an ostracism too great for him to withstand.



BY HORACE B. WARD

## *A Boy Scout Story*

Every boy in the gang had gained admittance in the same way and every boy would die (or thought he would) for the defense of "The Murderous Twelve." Furthermore he would go to any length to uphold the gang's honor against the pretensions and encroachments of "The Rinky Dinks," a rival organization that had sprung up, but showed its inferiority by using a name copied from the funny papers, instead of a really original title like "The Murderous Twelve."

These organizations were not in the slums of a big city as the reader might suppose, but were located in a small and hitherto peaceful rural village in Macomb County, Michigan.

But it was peaceful no longer. For some months past now the residents of the town and farmers in the adjoining countryside had become acutely aware of some hidden and sinister force that was at the bottom of all sorts of "goings on."

At first a few apples, melons, and other farm produce were found to be missing. Then poultry—fat hens, roosters, geese, and turkeys—began to disappear from farmyards. Then parts of machinery and accessories of cars seemed to be spirited mysteriously away. When this line of plunder began to attract the attention of the unknown marauders, the field of rapine gradually contracted and drew in toward the village which the thieves had hitherto avoided.

"Red's" father ran a produce agency where he bought up eggs, butter, and vegetables from the surrounding farmers and sold these commodities to the commission merchants in Detroit. So "desprit" indeed did the gang become that some of the boys stole produce from this place and

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*A group of Boy Scouts learning bead work at camp*

sold it to "Red's" father as new goods.

Finally "The Murderous Twelve" overreached itself. One day during the noon hour when the clerks in a "general" store had gone home to lunch and the proprietor was alone in the place, "Red" and "Jimmy" walked in. "Red" wanted to buy a wooden packing box. The merchant took the lad into the back room to show what he had, while "Jimmy" stayed out in front to rob the till. This was a new sort of venture and Jimmy's unaccustomed fingers blundered the job. The merchant heard a suspicious sound and stepped into the doorway just in time to see the would-be pilferer at work.

When these two gangsters were arrested the other members of the gang came to light, and the consternation among the God-fearing parents may well be imagined.

Brought before Judge Charles H. Hummrich in the probate court at Mount Clemens, the boys confessed to the depredations which had begun in an innocent search for entertainment and adventure. The town had no place of amusement and nobody apparently had realized that if wholesome recreation were not provided, the boys of the community would provide activities of their own, which might or might not be socially desirable.

The court put all the boys on probation, excepting "Red" who, as the ringleader, was sentenced to the reform school.

But "Red's" parents appealed the case, and while the matter was pending the superintendent of the village school got in touch with the Scout Executive of Mount





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*A First-class Scout making a fire by friction*

Clemens, who has charge of Boy Scout work in Macomb County. He wanted to know whether Scouting could do anything to save these boys from lives of crime.

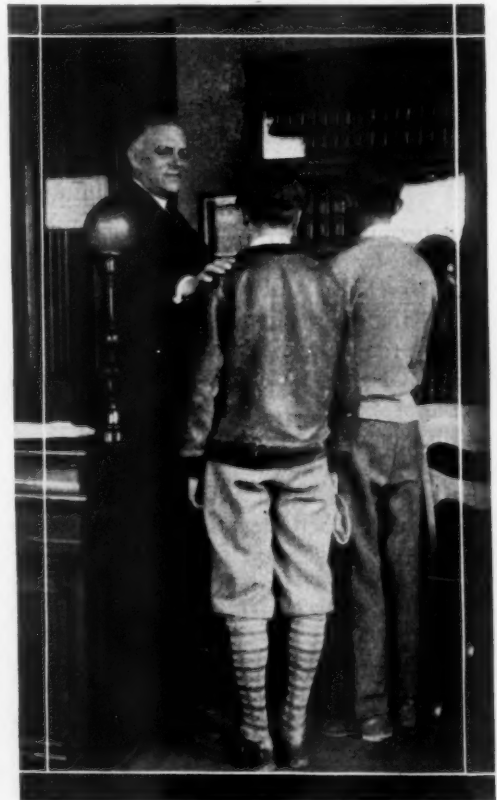
Scouting ordinarily works to prevent, rather than to cure. It tries to get boys before they do wrong, your boy and mine perhaps, raised in good homes but surrounded by conditions and influences which their parents too often do not know about and which have sinister possibilities too little comprehended. While the Scout program is much needed by the boys of the so-called "lower-classes" or the "rough-necks," it is also the "ounce of prevention" which helps to inoculate all boys against the contaminating influences to which modern living conditions expose them.

In this case, Scouting was called upon to reform, since the time for prevention had passed. The Scout Executive, with the encouragement and approval of Judge Hummrich, took Scouting to the village in question and started a Scout troop. The same lads who had worked hardest in promoting the anti-social designs of "The Murderous Twelve" now threw those same energies into Scouting. Their hands busy with Scouting skills, their minds occupied

with the Scout oath, the twelve points of the law, the history of the flag, and other requirements of a Scout, these youngsters no longer found time to think of depredations. They also discovered that Scouting is fun, just as exciting as robbing melon patches or stealing automobile tires.

Fifteen boys were installed in the troop and more than two-thirds of them were on parole in the juvenile court at the time their badges were pinned on!

Their desire for action, for joint effort, and for manipulating people and things found vent in the Scout "good turn," including individual acts of kindness and organized civic service. To these would-be Scouts was assigned the task of forming safety patrols to guide little children across the motor highway near the school. At their own suggestion they took on the further task of directing the lines of pupils in the



*Judge Charles H. Hummrich of the Probate and Juvenile Court of Macomb County, Michigan*

*March, 1931*

halls and on the stairways when sessions opened or closed. Pilfering of lockers ceased because the Scouts kept watch. No longer were walls defaced with marks and carvings, a change which made the school janitor a Scout booster.

The superintendent gave the Scouts the job of preserving order when movies were shown in the school. Previously there had been shouting, stamping, catcalls, and general disturbance. The boys who were becoming Scouts perforce stopped such tactics, and then saw to it that no other boys offended.

Nearly five years have passed. The troop is still going strong. Many of the original members have passed out of Scouting, but not one has failed to make good. "Red" never was sent to the reform school, for Judge Hummrich dropped the case. "Red" exercised his leadership ability as senior patrol leader of the troop, worked up to Eagle Scout, the highest rank in Scouting, and now serves as Assistant Scoutmaster in

a nearby community. Depredations and petty thievery have been unknown in that village for five years.

Every Friday the probate court room used to be occupied with juvenile offenders. That was five years ago. Now Friday often passes without a single boy appearing to answer a charge of delinquency. "And I lay this to nothing else but Scouting," declares Judge Hummrich. The judge has traveled up and down the length and breadth of the county preaching Scouting to schools, teachers, institutes, parents' clubs, farmers' associations, luncheon clubs, and all who would listen, until now practically every village and hamlet in Macomb County has one or more Scout troops.

"Boy Scouts are doing more to bring about a proper situation among boys in this county than anything else that ever was done here," says Judge Hummrich, and his verdict is echoed by many judges in many counties all over the country.



© Martin Johnson

*A scene on the veldt in British East Africa, with natives showing the "ropes" to the three Boy Scouts*

# Home Economics From a Mother's Point of View

FOR a lay woman to discuss so special a subject as home

BY STELLA HOLLY STOCKING

economics may seem to be rushing in where a wiser person might fear to tread. The present writer can perhaps partially justify her boldness on the ground that she sees the matter from the point of view of the mother and more especially from that of the mother of boys.

There are three sons, 17, 15, and 11 years old, in our home, which we consider a happy one. We have tried to bring them up to be a help and not a pest about the house. We have also tried to train them to be good husbands as well as good sons. Whether one likes it or not, one cannot deny that a change is taking place in the rôles of both husband and wife, that women are coming more and more to share the financial responsibilities of the family, and that in consequence men must take a larger share in the home responsibilities.

It is not unduly difficult to teach boys to share household duties, especially if the father sets the example and there never is any question of this being a man's work and that a woman's. In our own family the motto has been "if we all want to play together, we must all work together." There are few household tasks that our boys have not performed; and since they were 10 or 12 years old, the older ones have earned their spending money by doing the family washing. To teach them to be cheerful, willing workers about the house is primarily the mother's job, not that of the school; nevertheless, there are ways in which the school might supplement what we can do, partly by teaching them certain skills that are useful in the home, and also by helping them to see the true relation between the home and the other interests of life. How this is to be accomplished is the problem.

A home economics teacher recently sent

me a copy of a proposed course in dietetics for high school boys, covering 10

periods a week for one semester. There is no doubt that it would help future homemakers; yet, I should not choose it for my boys, nor would they choose it for themselves. When I asked one of them to tell me honestly what he thought of it, I was surprised to see how many of the things in it he thought a boy ought to know; nevertheless, he felt that a boy could not afford to spend so much time on such a course because much of it was not within his interests. His final comment was, "Mother, if you could get a lot of that stuff over to the boys without their knowing they were getting it, it would be fine." It appeared that food values had already been covered in chemistry classes, where, he said, they "planned meals and everything"—a circumstance that made me wonder if a bit of exchange and cooperation between the teachers in the home economics and the chemistry classes might not enrich and stimulate both.

In the intermediate school one of the boys had what might be described as a "handy Andy course." In it he learned how to fix electric cords, replace washers, and work out simple plumbing problems, about the running of furnaces, the different types of heating systems, ventilation, and many such important points of household upkeep. This knowledge has been of so much practical help to us that I wish such a course could be worked out for high schools and that both girls and boys could have the benefit of it. Or would it be possible to incorporate in the present courses a plan whereby the girls might receive some manual training and the boys some knowledge of home science? The girls would love a certain amount of manual training, and even a bit of instruction in auto-mechanics might not come amiss; and if the boys went into

the home science room in a large group, they would enjoy what the home science teacher could work out for them. Possibly there might be joint classes where household equipment could be discussed and demonstrated; where the care of electrical appliances, oiling and repairing sewing machines, washers, ironers, vacuum cleaners, and refrigerators could be learned. The boys would be interested from a mechanical as well as from a labor-saving standpoint. In such joint classes experts in different lines of household upkeep might discuss their work or demonstrate their machines, and visits might be made to a model lunch-room kitchen. Possibly they could plan a simple home, the boys applying their knowledge of materials and carpentry, the girls working on the arrangement and convenience, and all together planning the furnishings.

As regards where and how the home economics department can best give the boys the rudiments of cooking, cleaning, and simple sewing, the strongest appeal would probably be made through camp cooking, and the logical place to make the contact would be with the R. O. T. C. and Boy Scout units. In such a course, the care of a tent, the making of the cot bed, buying foods, and almost every phase of housekeeping could be taught. Every man should know at least how to cook cereals and make coffee, for it is at breakfast that the busy mother most appreciates a helping hand; and he ought also to know how to darn a sock, put on a patch, sew on a button. All this could come in a course on camp life.

In talking with me about such a course, my son spoke of table etiquette as a point in which boys would be more interested than one might suspect. They want to know how to set a table, which fork to use first, how to serve, how to carve, and how to wait on the table because it hurts when they make a blunder. He said he had learned some of this when our home science teacher trained a group of boys to wait on the table for a class banquet.

Useful as such a special home economics course for boys might be, is it not possible that by working with other departments, particularly in their courses for boys, the

home economics teacher could in much less time reach and benefit a far greater number of boys?

As a mother of boys, I am a potential mother-in-law of girls and, therefore, am also interested in their education. I wish that at least some home economics could be required of them for graduation, and there are three general points that I should like to see emphasized in it.

The first is the right thought about home. Teach the joy of making a home anywhere, under any circumstances or conditions, in a one-room apartment or in a mansion. Help them to realize that home is entirely separate and independent of material surroundings. If my mother had been forced to live in an old barn and to use grocery boxes for furniture, she could have made a home of it in less than twenty-four hours; it was what she radiated that made home for her children. From her I learned that the well-being of a home depends not on money or equipment, but on the atmosphere of law and order and cheeriness.

The second point is resourcefulness. A favorite Bible story is that of Elisha and the widow who came to him certainly thinking that she had reached the end of her resources. When she was willing to use the last bit of oil she had, then was she prepared to receive the greater blessings. If our girls could be trained to use, and to use to the utmost, what they have, their time, their talents, their ability to think, and the labor of their hands, if they could learn the joy of making something out of nothing, that would do more to curb extravagance than anything else. It is right that part of the work of the sewing classes should be the "make-over" project, and I hope the cooking classes are learning what to do with "left-overs."

The third point is a plea for the child training course. I hope the time will come when every girl will want to take that course. Its aim should be to train the girls to think about intelligent, successful motherhood; to learn that children are individuals, that the greatest joy a girl can realize comes through being the right kind of mother, and to look forward to that job with happy



anticipation as the biggest, finest job on earth.

It is just as important that boys should be led to think of their future responsibilities as fathers and to realize that child care is a subject in which they, too, should be interested. Some schools are trying to bring this about by a series of talks to groups of older boys.

So the conclusion of the whole matter

seems to be: Teach all you possibly can, to both boys and girls, of the necessary mechanics of housekeeping, lift it out of drudgery into joyous service; but above all, teach them that to establish a home is an infinitely greater art than the most meticulous of housekeeping and that a builder of character is doing a nobler piece of work than the builder of the most exquisite bit of architecture.—*Journal of Home Economics*.

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*Home economics is now offered to boys in many sections of the United States. In some cases boys are permitted to take this work with the girls. This is true in the new Everett High School, of San Francisco, California, and in the Thomas Jefferson High School, of New York, N. Y.*

*The Oklahoma Agricultural and Mechanical College, at Stillwater, offers an elective home economics course which is popular with the men students of the college; and a number of other institutions of higher education offer home economics courses to men.*

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## Opportunities for Girls Through Home Economics Training

BY MARGARET JUSTIN

PPORTUNITIES for women to continue their education along lines specifically planned to meet the needs of women have been afforded since the early days of women in college history. Back in 1873, President J. A. Anderson, of the Kansas State Agricultural College, said: "A woman has a right to an education as precisely adapted to a woman's work as is the boy's preparatory to a man's work. She has a right to study her own organism and functions, to understand the conditions of health, and to be forewarned against the inexorable penalties of ignorance, folly, or over-taxation. She has a right to instruction respecting the proper care of the sick. She has a right to instruction and practice in the art of cutting and making her own clothing tastefully; in the art of cookery;

in that of setting a table, brightening a room, beautifying a garden; in short, to all the knowledge which related sciences can contribute to her intelligence, deftness and efficiency in that greatest and purest of womanly arts, the art of making a home."

The early courses in home economics offered in 1873 were planned for the home problems set forth in this statement. With the shift in home problems from the mastery of skills in production, to the mastery of the art of consumption, and an appreciation of the problems of family life and child care, there came a change in home economics courses.

The training now generally offered in home economics is both general and specific; the time of the student is divided about evenly among the sciences, general cultural subjects, and technical home economics subjects. The technical training is as varied as it is broad. It includes a knowledge of the laws of health, of the scientific principles underlying the selection and preparation of food and clothing, and of securing efficient returns from time, money, and energy expended. Thus there is afforded



an understanding of the intellectual, social, and economic bases of the home.

The simple acquisition of knowledge, however, does not insure the ability to meet life and make the most of it. To knowledge must be added the questioning, scientific attitude of mind which will lead the girl to think things through for herself. With the habit of clear, straight thinking, backed by accurate knowledge, adjustments in life may most readily be made, standards of enjoyment established, and ideals of service determined.

With such training the girl is preeminently fitted to direct her own home—a career which is elected by the vast majority of the young women. She is not, however, limited to the occupation of homemaking.

As a graduate of the home economics curriculum in college, should the girl continue her study that far, she may find self-expression and an opportunity for service in professional work as a teacher in schools, a dietitian in hospitals and school cafeterias, a manager of a tea room, a designer of clothing, a buyer for women's and children's departments of retail clothing stores, a visiting housekeeper or a worker in other lines of social service, a research worker in one of many phases.

Home economics training brings to a woman habits of industry, independence, and contentment. Through such training woman's opportunities for service are increased, her personal life is enriched, and the nation's homes are improved.



© Ewing Galloway

*These girls are learning to arrange, decorate, and care for a model apartment.*

## Seek Life!

To the young people Dr. Felix Adler says: "Once more then I say to young people: Try to know life by all means, but do not mistake death for life. The course some of you are embarking on brings you in contact with corruption, with death, not with life."

*March, 1931*

## A Contrast

"My boy has a camera, a radio set, and goes to the movies three times a week."

"Well, Jim, when we consider what it takes to amuse the youngsters of today, I often wonder how the deuce we kids were ever able to get a thrill by looking into a kaleidoscope."

# Discipline in the One-Room School

BY MAUDE MAXSON NELSEN

**T**HERE is no disciplinary problem if the right methods are used. Subject matter should be so satisfyingly presented that the child will have no desire or time for mischief."

Thus spoke the lecturer in a soft, cultured voice. With white hair falling in a natural marcel and her dignified figure clad in dull lavender crêpe, she delighted the eyes of the credulous normal school students who sat listening. Because she had a well-earned Ph.D. affixed to her name they felt they had cause for their trustfulness.

One of the most receptive listeners was Agnes Larson, a short, plump blonde whose speech bore more than a trace of her grandmother's native tongue.

Agnes was only the average beginning teacher, nineteen years old, with two years of normal school work, and hampered financially because she still had her school debts to pay.

Her one-room school began on Monday. That mystic thing—discipline—had been the only problem which marred her anticipation of her chosen work. Agnes remembered the time when she attended a country school—Barry chewed snoose and spit in his vest-pocket; Verne threw quinine into the mouth of the girl who talked too much; Raymond tied a garter snake to the top of the flagpole.

If all these happened in her school, what could she do? She was glad to hear that they would not happen. She knew that her excellent alma mater had made her observe many well-taught classes and keep workable note-

books. She had the methods; therefore, the discipline.

But when she faced the thirty pupils who were scattered through seven grades and whose I. Q.'s ranged from 66 to 160, she found, although she used her normal school training and her notebooks offered just the right advice, that there WAS a disciplinary problem.

Even if she had had an equipment of age, culture, and experience, neither she nor any other human soul could plan for all those extra minutes in the day for thirty children. There had to be respect for authority which would keep peace during those times.

Why did some teachers have a smoothly running school? How could she attain that?

As the days went by she talked with other teachers. She listened gravely to the remarks of parents and trustees. Carefully she noticed reactions in her own room. Gradually she evolved a set of principles for herself.

*First: She must have knowledge.* She saw that there is nothing for which a teacher is more respected in a rural district than the possession of concrete knowledge. A teacher should be so thoroughly versed in the subject she teaches that there can be no possibility of approaching the edge of her knowledge in the everyday work.

In order to meet this requirement, Agnes not only prepared herself on the lessons taught, but she took a special course of reading. The first year's reading was in American history; the second, in local geology from the state university.



Still later she studied to perfect herself in rapid calculation.

*Second: She cultivated a liking for the neighborhood in which she taught.* Even though dirt, ignorance, and bootlegging abounded, there were always some things she could approve and enjoy. Since, like any human being, she often made a mistake or committed an indiscretion, this cordial attitude was essential. People forgave her much because they felt she liked them.

*Third: She tried to make the children realize that she was fair.* The few regulations she made were talked over with the children in order that they might see their reasonableness. She tried to get each pupil to see that he had a responsibility to himself and to others. She always listened to both sides of a controversy even when the right was obvious. The wait did not interfere with justice and the guilty one had that much longer to worry about his punishment.

*Fourth: When she told a child to do anything she saw that he did it.* Incidentally, she soon learned to be very careful that the child could accomplish the task before she assigned it.

*Fifth: She made the children understand that punishment for willful wrongdoing, while never extreme, was inevitable.* As far as possible it was logical and varied in degree according to the offense. In any case she never allowed punishment to become monotonous. The youngsters soon learned that it behooved them to resist temptation for they never knew what might happen as a result.

*Sixth: She established certain procedures at the beginning of each term with which she allowed nothing to interfere.* The flag salute and drill were given snappily; marching in and out was done with precision. All papers, folded neatly and uniformly, were gathered and returned with great punctiliousness; punctuality in attendance was made almost a fetish.

Many devices, not dignified enough to be classed as either principles or rules, she formulated to help maintain the morale of

the room. She placed an interesting class at the end of the day in order that school might close with a pleasing note. She took care to brighten her cheap, serviceable dresses with ties of different colors. She maintained an ever-varying bulletin board. She tried to bring something different to school each day to interest the children. Sometimes it was an illustrated railroad folder, occasionally free samples of some food or health product, more often a bit of wild life, such as a commonplace plant with an uncommon history or an itinerant water-dog called out by the rain.

*Seventh: Last but not least, she formed a parent-teacher association which met monthly in the evening at the school.* Here she discussed with the parents all sorts of problems relating to hygiene, food, play, reading, and mental habits. When John and Mary found that father and mother and teacher were the best of friends, a new attitude of friendliness to the school grew up in them.

For several years she "got along somehow," working hard, despairing every time a child proved the imperfection of human nature, cheerfully envious of those who had "good discipline," and never expecting to attain it.

One Friday evening in the spring of her third year she was particularly discouraged. The boys had quarreled over their ball game; she was afraid her brightest student had cheated; even the little ones had wandered into forbidden grounds to pick flowers. She suddenly went to the telephone to call up the trustees and tell them that on account of ill health she would have to ask them to secure another teacher for the remainder of the term.

As she took down the receiver of the party line she heard the strident voice of the clerk:

"Yes, we're going to hire our teacher over again next year and raise her salary, too. She has such good discipline, we're afraid some other school will take her away from us."

Surprised, Agnes hung up the receiver. She had received the highest accolade of the rural school—she had "good discipline."

# Training Our Children

The sixth article in the series prepared for study groups and parent-teacher associations by the National Committee on Parent Education is here presented.—Editor.

## Children, Money and Thrift

BY ADA HART ARLITT

**M**Y two children," said Mrs. Jones, "and Sam Brown, the fourteen-year-old boy who lives next door, are all fussing because they think they need money. Mrs. Brown and I would like to know whether they should be allowed to spend all the money they have just had as birthday presents and whether they need an allowance in addition to this."

### *Allowances*

**T**HE problems of when to give allowances and how much to give, and the problem of what to do with the money given for special occasions have to be met by most parents.

What should be done with the money given on such special occasions as a birthday or Christmas? If it is not given for any purpose and is more than the child should spend, it can be placed by him in his toy bank, or taken by him to the bank to be placed in a savings account. How much money is "more than the child should spend" can be judged only by the parents of the particular child in question, since the family income and the needs of the child will determine this. Two dollars might be too much for one child to spend, while it might not be at all beyond the spending allowance of another. Budgets are a matter of the family's general income, even when those budgets are the children's own. Sam Brown had received ten dollars which he wished to apply toward the purchase of a suit. John Jones had received five dollars which he wished to spend for a fragile tin toy. Though Sam's money was twice as much as John's, Sam was wise in his wish

to expend it for clothing, whereas John's purchase could not be justified on any grounds.

John Jones is seven and Jane is five. Should they have an allowance? Should Sam? As a matter of fact, most people agree that the time to begin to give children allowances is the time when they first need to spend money themselves. Usually this need is felt when the child begins school or kindergarten. He has to buy pencils and other school supplies. He sometimes has to buy a school luncheon and he nearly always has to take money for the plate at Sunday school or church.

Even as early as five or six a child can be given an allowance and he can have a budget system of his own. For this budget all that is needed is a box with four or five compartments,—each one of which is to be used for a special part of his weekly fund. For example: one for church money, one for school money, one for saving, and one for spending. Once the money is put into any of the four compartments, it should be used only for the purpose for which the compartment has been planned.

The allowance should cover the just expenses which the child will have and leave a slight margin for saving and spending. At five, the allowance will be very small. At eight, it will have increased, and at fourteen, it can include even the money to purchase some articles of clothing.

### *The Budget*

**A**s soon as Mrs. Jones and Mrs. Brown had agreed on the fact that the children all seemed to need an allowance, each



child was given the money sufficient to cover his particular needs, and each was given a budget system suited to his age. The two Jones children used the box system, while their fourteen-year-old neighbor was old enough to work out a system with paper and pencil. When Jane had her first allowance she spent all the money from the spending part of the box, all from the saving part, and lost some of the school money. She then wanted to spend the rest of the school money for things other than school. Her mother started right in to explain that there are some expenses which are constant. Money set aside to pay those expenses cannot be used for anything else. Though Jane was disappointed, she finally understood.

"I wonder," said Mrs. Jones to Mrs. Brown about two weeks after the children had been given their regular allowances, "whether I really should let John and Jane use their spending money for the things they want."

"I wonder whether I should let Sam do it," said Mrs. Brown. "They seem to buy such silly things—things I wouldn't want at all."

"I wonder how much I can use of the children's allowances to keep them in order. It does make them behave when I tell them I'm going to take five cents off for bad behavior," said Mrs. Jones.

"I wonder, too, what they should do with the money they are saving—whether I should just take it and put it in the bank for them instead of letting them go to the bank with it. It's such a long trip."

All three of these are questions which puzzle most parents. The only way in

which a child can learn the value of money is to have some experience in spending it for himself. Until he knows that if a penny buys a tin toy, the same penny cannot then be saved toward buying a bigger and better toy, or for a present for his mother, or for some other thing that he would like to have, he does not know the real value of the coin. Witness the bride who spent for candy the first five dollars she received because she had never before had any money of her own to spend.

### *Saving*

WHEN the children save, they should save for something which they would like to have, such as a present to give to either parent, or a better toy than they could have if they spent their money at once instead of saving it. It isn't any fun for a young child or even for an older one to save money which just goes into a bank and is never seen again.

A seven-year-old whose father emptied his son's toy bank in his absence and put the boy's

money in a real bank, was surprised to find that his son felt the money was irretrievably lost and would never be seen again. If the money which the child saves is put in the bank, the child should go with his parent and get all of the fun and all of the feeling of importance that comes with going to the bank and having the bank cashier write in his bank book. A fine habit of saving regularly can often be set up in this way, whereas resentment sometimes follows when the child does not understand where his money has gone. The parent must remember that the money does not belong to him, but to the child.



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*Earning extra money by emptying the waste baskets*

### *Restricting the Allowance as a Punishment*

THE question of using the child's allowance as a "club" with which to make him behave is constantly coming up for discussion by parents. Suppose Jane and John had calculated on receiving each week a set sum of money—say, ten cents for Jane and fifteen cents for John, and had arranged all their spending and saving with that in mind. How could they meet the demands of the next week if the money did not appear on Saturday? Young children resent the feeling of insecurity which comes when they cannot calculate on their spending money. Older children sometimes go to serious lengths when an expected allowance is taken from them as a punishment.

A fourteen-year-old had borrowed money from his cousin to buy a much cherished radio part. For the two weeks following, his allowance was taken away from him because of so-called bad behavior. At the end of this time, he took a suit of his own and sold it to prevent the embarrassment which would naturally have been felt had he been obliged to explain again to his cousin that he could not pay a just debt. Stopping that allowance cost the family the price of a fourteen-dollar suit and a much disturbed and very defiant boy.

If a child has broken something through sheer carelessness or intentionally—say, a neighbor's window—it is fair to ask him to save a part of his allowance weekly to pay for the damage which he has done. That is quite different from using an allowance as a control; for example, it is different from saying, "If you come home from school late, two cents will be taken from your allowance; if your school work is good, ten cents will be added; if you dress quickly in the morning, you will get ten cents more; if you are impertinent, you will be fined two cents each time," and so on. When this plan is followed, no child knows how much money he will get, and aside from the other bad effects which it may have, he does not get training in taking care of a certain sum of money weekly.

### *Lessons Taught by Allowances*

JANE has spent all of her spending money and so has John, and it's only Tuesday, and they both want to buy something else which they say they have to buy," said Mrs. Jones to Mrs. Brown six weeks after the allowances had started. "What shall I do?"

"That happened to Sam three weeks ago," said Mrs. Brown. "He spent all of his savings money, all of his spending money, and all of the money that he uses to ride home on the bus. The school is only nine blocks off, so he really could walk. I told him that since he had spent his car fare, he would have to walk both ways until the time for the next week's allowance. He has walked both ways all week and now he declares that he will save not only his saving money, but his car fare as well. In fact, he has got to be such a saver that I'm almost worried. He has found out what it is to be without money because he has spent it. Why not let Jane and John find that out?"

Mrs. Brown was right, of course. One way to let a child find out the value of money is to let him see what happens when he has spent all of his allowance and has nothing else to spend until the end of the week. The only time when additional money should be given is in real emergencies, or when the amount that the child has spent must be paid back if he is to have the right kind of health conditions. If Sam had spent his lunch money and for some reason could not carry lunch to school, probably extra lunch money would have to be given to him as a loan to be paid back in installments. It would be better under these circumstances to have him carry his lunch if that is possible.

### *Adding to the Allowance*

THIS allowance business has more to it than I expected," said Mrs. Brown. "Sam wants to earn money now to add to the regular weekly sum we give him."

"So does John," said Mrs. Jones, "and I am afraid that Jane will as soon as John does."

"It's funny," said Mrs. Brown, "as soon as you begin something with children, you have to watch over it. You can't just start something and then go off and leave it. It makes it lots more interesting, doesn't it?"

"Yes," said Mrs. Jones, "it does. I'm trying to give John a regular job of raking leaves off the sidewalk and in our little front and back yards. I've tried the plan of giving him a set sum each week for the job. He must do it regularly and not tell me sometimes that he'd rather go out to play and not make the ten cents. I'm training him to know that a regular job is a real responsibility. He can't 'take it or leave it' just because he feels like it."

"I'm doing the same thing with Sam," said Mrs. Brown.

Both mothers were right. If a child wants to earn money, he can have some regular job around the house. He should not be paid for being good or for getting his lessons, or for any of the other things which he does because he is a member of the family. A child who is bribed to be good soon begins to ask, "How much will you pay me for this?" "How much will I get if I do that?" Not only will such an attitude cost the parent more money than he should pay the child, but it is the wrong attitude to develop toward daily duties. There are a number of things which one does simply because one is a member of a group. The child should learn that these are duties which it is his right to perform. Moreover, he should have the fun which comes from doing a job well. This is almost the greatest of all rewards. If he is paid for everything he does, he soon loses the joy in accomplishment. Everybody has had that feeling of delight which comes when a good job has been finished—a piece of committee work put through, for example, or even an arithmetic problem done correctly. This joy in accomplishment should not be spoiled for the child by having an outside reward offered for everything he does.

Mrs. Jones says that as Jane and John grow older she is going to increase their allowances until, by the time they finish

high school, they are buying most of their own clothes—of course, with her help and guidance. She says she knows that John will get green ties and red socks just as Sam Brown is doing now. She knows that Jane will sometimes buy things that aren't in as good taste as Mother would like, but she is going to let them make their own mistakes. By the time they are grown up and are running their own households, they will be able to do it in a businesslike way, and, after all, Mrs. Jones says that she is training them to be happy adults as well as to be "good children" today.

#### QUESTIONS FOR GROUP DISCUSSION

1. How old should a child be before he receives an allowance? What are some of the things that must be considered in planning the amount of his allowance?
2. Plan a budget for a five-year-old; an eight-year-old; an eleven-year-old; a high school child. Give some of the reasons for the different budgets at different ages.
3. How can saving be made interesting? Is wise spending as important as saving?
4. What are some of the bad effects of paying the children for everything they do?
5. Are there any times when a part of the child's allowance should be kept from him as a punishment?
6. What are some of the effects of good training in the use of a regular allowance?

#### SUGGESTED READINGS

"The Child From One to Six," Chapter XII, by A. H. Arlitt, McGraw-Hill Book Co.

"Your Child Today and Tomorrow," Chapter VIII, by S. M. Gruenberg, J. B. Lippincott Co.



## Children's Reading

Making good reading matter accessible is the chief problem in promoting good reading among American children, according to the report of the Committee on Reading presented to the White House Conference on Child Welfare. A part of the report follows:

"Every school should have a library, and every school library should be in charge of or under the supervision of a person professionally qualified to select books and to direct reading as an important part of the work of the school and of the life of the child.

"Librarians working with children and adolescents in public and school libraries should have a minimum of a year's specialized education for their work at a library school which meets the standards set by recognized accrediting agencies.

"The development in every child of a permanent and desirable habit of reading should be the prime objective of the teaching of reading and English literature in the schools.

"Parents should be made aware that theirs is the chief responsibility for stimulating an interest in good reading and for making books available in the home. Associations of parents should place increased emphasis on that part of their program which affects children's reading interests and should give their endorsement to all projects for the establishment and improvement of agencies which provide good reading matter for children."

It was Dallas Lore Sharp who said, "After all, an education is only knowing how and what to read. Behind the principal, behind the teacher, behind the student body and the spirit of the school stands the librarian with the book."



*Learning to Love Books*

MRS. PHILIP H. MOORE, of Abington, Pennsylvania, who is a student of the parent-teacher movement, writes as follows:

There are certain tendencies or trends of thought in parent-teacher associations in this locality that have forced themselves upon my attention. The old way of holding meetings is, I think, passing. The tendency is for small groups to get together. I notice that in communities where there are several locals they combine with one executive board and have a few evening meetings with good speakers. The separate schools then have meetings or discussion groups in the grades, where they take up specific problems peculiar to that particular grade.

Many people are tired of regulation meetings. An indifferent speaker will not attract an audience and good speakers are expensive. Mothers and teachers want help with behavior and personality problems—hence the specific group. To prepare the way for this development I feel that leaders should be in training now. Many, many mothers and fathers are not book-minded. They will need much help from those who can and will read, and who are able to impart information.



# More Adventures of the Fink Family

BY GARRY CLEVELAND MYERS

## VI

**P**HIL had been saving his pennies for two months to buy a particular airplane he long had wished to own. He had been promised by his father that when he had saved fifty cents another fifty would be added, so that he could make his purchase.

"I have my fifty cents!" shouted Phil as Father Fink arrived home on Thursday evening. The father kept his promise. Phil took his money, walked all alone eight blocks and got the plane. Full of excitement on his return, he begged his parents to go with him and see him sail it. Phyllis appeared, too, and was allowed to sail it once. When it grew dark and all were in the house, Grandma Fink began to give her opinion about the procedure:

"You ought to save your money, Phil. Oscar saves his money. He would not think of wasting it on airplanes."

Father Fink attempted to explain but Grandma went on, scolding about the wasteful habits of the rising generation.

Several evenings later Father and Mother Fink were talking over the good things and bad things in the children. They agreed that no toy had proved more fascinating to the owner than that airplane. It had kept Phil out of doors for hours and hours at a time, and had attracted many other children of his age to share its pleasures with him.

"The best part of the undertaking," said Father Fink, "was the motive Phil had in saving for a definite purpose. He learned to deny himself for two months in order to enjoy later pleasures."

"Grandma means well," added Mother Fink, "but her way of looking at things is

a little different from ours. But what she says about saving is worth considering. I am sure our children do spend too much."

Although Phyllis had got some pleasure from Phil's airship, she did not really share his happiness. At the dinner hour Phil was very talkative. Phyllis wasn't.

Dinner over, something suddenly enraged Phyllis. She threw a book across the floor.

"Pick up that book," commanded Mother Fink.

"I won't."

"You will."

"Don't argue with your child, Jane," interrupted Grandma Fink. "Make her mind."

Mother ceased to argue, but she did not make Phyllis mind. She picked up the book herself. She knew there was no way to force Phyllis to do it even if she beat her half to death.

"I think it is terrible the way Phyllis talks to you," said Grandma Fink. "She even sasses me."

"Thank you, Phil, my boy, I had been looking everywhere for those glasses. You are always thinking of your grandma. What book are you reading now? I have never seen a child read so much. Too bad Phyllis does not read the way you do. She always wants to play with the other children of the neighborhood."

"Did you feed Fido, Phyllis?" Mother asked.

"I fed him last time. Why doesn't Phil feed him? He never feeds him, and he calls Fido his dog, anyway."

"When my children were young," observed Grandma, "they learned to help around the house. Now, Phil, you show

Grandma what a fine boy you are and go feed the dog. Make your big sister ashamed of herself."

"Phyllis shame," said Phœbe.

Phil went out and Grandma Fink poured out her praises of the boy. But Phil on the way to the kennel stopped to call to some boys in the lot nearby, and left Fido's food on the back stoop.

"What's the matter, Phil?" asked his father as Phil came in crying.

"Charley Woozle hit me."

"Well, you are as big as he is."

Father Fink begged mother not to go out to the boys, but she went. The boys ran and mocked her. Next time they saw Phil they yelled, "Cry-baby! Mamma's boy!"

Phil got his book again and sat where his grandmother could easily notice him.

"That's the boy," she said, "read your book here and the boys won't bother you." Turning to Father Fink she said, "You know, Andy, Phil is not very strong, never quite himself since the measles, and that big Woozle boy, though much younger, is rough with him."

When there was a pause Father Fink went to the next room. There Phyllis whispered to him, "The boys all think Phil's a great big baby." Whereupon he returned to Phil and gave him a lecture on courage, while Phyllis "listened in" with great joy.

"Stand up for your rights, Phil. When a boy no bigger than you hits you, hit him back good and hard. Never run away from a boy no bigger than yourself."

"Why, Andy!" said Grandma in amazement. "I am surprised to hear you say such things to your child. Teaching him to fight! Did you ever hear the like, Jane? What do you mean, Andy? And you know how frail little Philly is."

"Come to your music practice, Phyllis," called Mother Fink.

"I don't want to practice now."

"You must; come on; come right away. Do you hear me, Phyllis?"

"Y-e-s!" Phyllis had been busy

with her paints and pencils, for she spent hours at a time making colored drawings of things she liked. Phœbe had been standing by with, "Pooty, pooty."

All at once Phyllis threw the paint brush across the floor, grabbed up the paper on which she had almost completed a drawing, stamped her feet, ran up stairs, slammed the door behind her, and cried and cried. She really bawled.

"I don't see why you let your children act that way. I'd box her ears if she were my child."

"Now, now, Grandma," said Daddy Fink, "Phyllis often gets that way. It's her temper. I don't know where she gets it. I remember that you had a brother with an awful temper."

"Well, none of my children ever acted that way. I wouldn't let 'em."

Just then Mother Fink stepped out the back door. There sat Fido's breakfast. She picked it up, saying to herself, "I might as well have fed him myself in the first place."

Then there flashed into her mind the plan about feeding the dog which she and Dad had worked out on the way from the theater the night before. She recalled that he had slept late that morning and that they had not had time to explain the program



*Fido and His Master*

*March, 1931*

to the children. She also saw some difficulty in setting the program into operation. "No use, anyway, to begin the plan until Dad and I can both have some time to follow it through. Might as well wait till Saturday. Then we will have the afternoon and all day Sunday to work it out together."

"The mail!" shouted Phoebe.

"A letter for Grandma!" cried Phil.

"Sure enough," said Grandma. "Let's see how Grandpa is. . . crushed his thumb! . . . 'Crushed my thumb in the washing machine. Wish you would come home as soon as you can,'" she read.

"What a pity! Too bad you must go," said Mother Fink in a way which almost belied her wishes.

"How we shall miss you," added Father Fink, more sincerely.

Phil wept. Phyllis rejoiced, though she tried not to show it and went demurely to her music practice.

"We have tickets to the theater tonight," said Father Fink at the dinner table.

"We do?" queried Mother Fink in surprise.

A few more things happened during and after dinner which made Father Fink feel out of sorts. On the way to the theater they talked very little, though Mother Fink tried several times to engage him in conversation. As usual when he felt a little grumpy, he answered with the fewest possible words.

But he enjoyed the show wonderfully and came out very chipper. On the way home he began, "I believe Phyllis has been suffering from jealousy."

"Jealous of what?" inquired Mother Fink, surprised at the suggestion, and half believing that his remarks were a subtle condemnation of her attitude toward Phyllis.

"I believe it is this way, Mother. Phil has overtaken her in school. They are in the same room. All his grades are the very best and she has a failing grade in arithmetic."

"Yes, that arithmetic! Haven't I worked for hours and hours with her?" Mother added.

"Of course you have; but then you are tired when evening comes; and she is tired and discouraged, and sometimes you grow impatient with her. Your voice goes up, and before you know it she weeps and gets nowhere in arithmetic. I know how it is for I tried to help her myself the other evening and before I knew it I was scolding her for her mistakes. Poor Phyllis, I am ashamed of the way I talked to her. I guess I really yelled at her, and the angrier I got the more errors she made. She had troubles enough without being annoyed by me. How would it be if we did not worry her about her arithmetic, didn't say a word about it for several weeks? Let us try it anyway. . . .

"And then you know we brag a lot about Phil's good school work, and Miss Morningstar praises him," Father Fink continued. "And he is Grandma's favorite, one can easily see. And Phoebe often vexes Phyllis, runs away with her things, destroys them, and messes up her paints and drawings. I don't believe we praise Phyllis often enough. That child has a lot of good traits, some that Phil doesn't have. All the children in the neighborhood like her; can't say that for Phil."

Mother Fink didn't say much, but she had some ugly feelings and she choked back some ugly words. She wanted to tell Father Fink that Phyllis was his pet and that he was too hard on Phil; she also found it difficult to keep from complaining about Fido.

But Mother Fink was soon mistress of herself. She knew that Father Fink still had some lordly traits lurking inside him. She did not want to stir them up; and she didn't.

After they reached home Mother Fink brought out a pretty pink dress she had bought for Phyllis. "Going to give it to her in the morning. Won't she be happy when she sees it? It is a surprise."

"Look here." Father Fink slowly read from a large piece of paper on the table: "For Daddy."

"Come and see this picture she has drawn for me. Bless her heart, I believe she is going to be an artist. What is arithmetic

worth anyway to a child who can draw like that?"

"And did you see these spelling and composition papers Phil brought home today?" said Mother Fink. "A perfect grade, every one of them."

"If that boy only would stand up for his rights more. He ought to fight and rough it," said his father.

"Oh, Andy, you don't want to make a prize fighter out of him, do you?"

Father at last leaned back in his easy chair, Mother in the davenport. He yawned several times, and she leafed through a magazine.

"Well, I guess I must wind the clock." On the first turn Father paused and suddenly remembered that he had forgotten the dog.

Mother Fink said nothing. Here was her opportunity to see him have a little extra trouble over Fido.

"Stars are wonderful tonight," he said as he came in.

"I locked the front door," Mother Fink said as she led the way up the stairs.

As they passed Phyllis's door they heard her talking in her sleep. "Seven and nine-fifteen; no, sixteen; no, fifteen; I mean sixteen."

"Poor child. She is fretting over her arithmetic, even in her dreams."

"That gives me an idea, Dad."

"What is it, dear?"

"Tell you about it tomorrow."

*(To be continued)*



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**S**HALL America adopt the slogan "Millions for Chewing Gum, but Not One Cent More for Schools?"

There seems to be no depression in the gum business. The third quarterly statement for the William Wrigley, Jr., Company of Chicago, shows a net profit for the three months ended September 30 of \$3,396,164, as compared with \$3,332,923 for the same period of 1929. Net income for the nine months ended September 30 was \$9,053,046, and it was \$8,534,943 for that part of 1929. Gross income for the last three months was \$5,882,222 and for the last nine months \$16,236,022.

The gross income of this *one* chewing gum company is larger than the total income for public elementary and high schools in any one of 26 states, and is larger than the aggregate income for all forms of public education in four of our smaller states combined.

A nation that can still keep on chewing gum can still keep on educating its children.

—Ohio Schools.

March, 1931



# The Left-Handed Child

BY MORRIS H. WHITCOMB

**A**NOTHER fetish has been exploded, another moot question finally settled.

A survey recently made among children in a Brooklyn public school, by Dr. Ralph Haefner, of Columbia University, has settled the question as to whether or not the left-handed child is inferior to the right-handed child. Exhaustive tests were conducted to determine the relation, if any, between handedness and intelligence; and the advisability of attempting, by systematic training, to turn naturally left-handed children into right-handed ones.

For the purpose of this survey sixty-eight pairs of representative children were selected from the school's total enrollment of eleven hundred. One of each pair was left-handed, the other right-handed, and each of the pair corresponded to the other in sex, age, standing in school, and general status.

Hand dominance, it was shown, has little to do with a child's inferiority or superiority. That the left-handed pupil is not more prone to be a weakling, physically or mentally, than his right-handed brother or sister is proved by the survey, and so, contrary to widely accepted opinion handedness cannot be used as a guide to physical or mental merit.

Left-handed children are in every way normal. They are interested in as many



games as are right-handed children, they are equally bright, think equally fast, execute their decisions as quickly, and are just as much (or as little) concerned with their school problems and their personal appearances as are any representative group of right-handed children.

In the typical group selected for intensive study the left-handed group seemed to be slightly better adjusted to the school situation than the right-handed group, but the difference was so slight that this fact was not taken to be indicative of any general condition.

Speech disorders, such as stammering and stuttering, were more prevalent among the left-handed children, but this is in no way due, according to Dr. Haefner, to the fact that these children are left-handed, but to the fact that efforts on the part of misinformed grown-ups to interfere with their natural hand preference has provided just the additional burden to the child's unstable nervous system to develop some form of speech defect.

## Teaching Health Through the School Lunch

**T**HE luncheons which the pupils buy from the school lunchrooms are being checked in certain schools, and the children who have selected a well-balanced lunch are given "A" cards. Tickets explaining the deficiencies are given to those whose lunches are not well-balanced. This method has resulted in a marked increase in the consumption of milk and in the interest shown by the mothers. This scheme for making the school lunch an integral part of the health curriculum is being worked out for the National Dairy Council, by Dr. Lydia J. Roberts, of the University of Chicago. When the study is completed the plan and lessons will be available for schools throughout the country.

March, 1931



# MOTION PICTURES

By ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

**Bachelor Father, The**—Marion Davies-D. Aubrey Smith. M. G. M., 9 Reels. Directed by Robert Z. Leonard.

An English lord, who has been a good bit of a rake, has his lawyer collect his three natural children from different parts of the world as he craves companionship in his declining years. It is a very sophisticated and witty comedy with Marion Davies playing the part of a hoyden. It is appealing as well as daring and is fare for adults.

**Adults**—interesting. 14 to 18, no. Under 14, no.

**Beau Ideal**—Lester Vail-Ralph Forbes-Loretta Young. Radio Pictures, 8 Reels. Directed by Herbert Brennon.

The third picture of the French Foreign Legion and the Geste family. Romantic drama of loyalty between two boys.

**Adults**—entertaining. 14 to 18, doubtful. Under 14, no.

**Charley's Aunt**—Charlie Ruggles-June Collyer. Columbia, 7 Reels. Directed by Al Christie.

A good slapstick comedy if one is willing to overlook the vulgarities which have been part of the picture both times it has been produced. Charlie Ruggles masquerading as the "aunt" fits the part perfectly.

**Adults**—funny. 14 to 18, amusing. Under 14, very funny.

**Cimarron**—Richard Dix-Irene Dunne. Radio Pictures, 12 Reels. From story by Edna Ferber. Directed by Wesley Ruggles.

A thrilling and exciting story of the rush for land in Oklahoma when Indian lands were thrown open for homesteading. It belongs with other epic pictures which tell of the development of our country.

**Adults**—interesting. 14 to 18, excellent. Under 14, perhaps too exciting.

**Cohens and Kellys in Africa**—Geo. Sidney-Charlie Murray. Universal, 6 Reels. Directed by Vin Moore.

There is a riot of fun in the African adventures, but it is marred by unnecessary vulgarity.

**Adults**—perhaps. 14 to 18, no. Under 14, no.

**The Command Performance**—Neil Hamilton-Una Merkel. Tiffany, 6 Reels. Adapted from play by C. S. Dickens. Directed by Walter Lang.

A romantic drama staged in a mythical European kingdom in which a Prince by proxy falls in love with the real Princess. The real Prince, not wanting to marry the Princess, renounces his throne. The Prince by proxy wins the Princess and the throne, too.

**Adults**—entertaining. 14 to 18, entertaining. Under 14, of no interest.

**Devil With the Women, A**—Vic. McLaglen-Mona Maris. Fox, 6 Reels. Adapted from novel, "Dust and Sun."

About the same type of McLaglen picture, less suggestiveness and vulgarity than usual.

**Adults**—fair. 14 to 18, no. Under 14, no.

**Escape**—Gerald DuMaurier-Edna Best. Asso. Radio Pictures, 6 Reels. From stage play "Escape" by John Galsworthy. English Production. Directed by Basil Dean.

A former Captain in the British Army accidentally kills a man and is imprisoned. He escapes from prison but cannot find his way out of the moor which surrounds the prison. Hunted by the police, he is kindly treated by those he happens to meet. In the end he gives himself up, realizing

that peace of mind will only come by serving his sentence. It is a thought-inducing picture and not entertaining.

**Adults**—interesting. 14 to 18, no. Under 14, no.

**Fair Warning**—George O'Brien-Louise Huntingdon. Fox, 5 Reels. From story "Untamed." Directed by Alfred Werker.

An unusual outdoor picture in which Geo. O'Brien with his understanding and power over animals holds sway. Plenty of action, beautiful scenery and good photography also help make this a desirable film for the youthful audience.

**Adults**—entertaining. 14 to 18, thrilling. Under 14, exciting.

**Fighting Caravans**—Gary Cooper-Lily Damita. Paramount, 8 Reels. Story by Zane Grey. Directed by Otto Brower and David Burton.

Pioneering in taking a freight (wagon) train of provisions from Missouri to California. The difficulties, danger, and attacks by Indians all serve to make the picture thrilling and exciting. An attractive young orphan girl, driving her own wagon, wins the love of the hero.

**Adults**—fair. 14 to 18, fair. Under 14, exciting.

**Half Shot at Sunrise**—Wheeler and Woolsey. Radio Picture, 7 Reels. Adapted from story by Jas. Creelman, Jr. Directed by Paul Sloane.

A war-time farce comedy with Wheeler and Woolsey at their funniest. They are sought by the military police for being absent without leave, also for impersonating officers, but they finally go free.

**Adults**—amusing. 14 to 18, funny. Under 14, funny.

**Hook, Line and Sink**—Wheeler and Woolsey. Radio Pictures, 6 Reels. Edward Cline, Director.

Wheeler and Woolsey in the usual near slapstick comedy are engaged in running a hotel. The fun is riotous and occasionally verges on vulgarity. Enjoyment is a matter of taste.

**Adults**—matter of taste. 14 to 18, perhaps. Under 14, perhaps.

**Inspiration**—Greta Garbo-Robert Montgomery. M. G. M., 9 Reels. Directed by Clarence Brown.

A modern version of the story of Sappho. Nothing to recommend and much to condemn.

**Adults**—no. 14 to 18, pernicious. Under 14, no.

**Lash, The**—Richard Barthelmess-Mary Astor. Warner-First National, 7 Reels.

A story of California in the days of the Spanish Don. Barthelmess, a romantic figure, seeks vengeance on those who wrong his people. Not very convincing. Direction and photography fair.

**Adults**—fair. 14 to 18, fair. Under 14, fair.

**Little Caesar**—Edward G. Robinson-Douglas Fairbanks, Jr. First National, 7 Reels. Adapted from novel by W. R. Burnett. Directed by Mervin Le Roy.

Rise and fall of the hard-boiled gangster. Has everything that gangland and racketeers can furnish and finishes with the fall of the gangster.

**Adults**—no. 14 to 18, no. Under 14, no.

**Lottery Bride, The**—Jeanette MacDonald-Joe E. Brown. United Artists, 7 Reels. Directed by Paul Stein.

A blighted romance of young Norway lovers sends the girl to a matrimonial agency which sends "picture brides" to the far north. There are

thrilling scenes of the crash of an airship, an ice breaker going to the rescue and some good singing interspersed. A fair picture with Joe E. Brown and Zazu Pitts taking care of the comedy parts.

*Adults—fair. 14 to 18, fair. Under 14, of no interest.*

**The Man Who Came Back—Chas. Farrell-Janet Gaynor. Fox, 7 Reels. Based on play by J. E. Goodman. Directed by Raoul Walsh.**

Unconvincing portrayal of the son of a wealthy family who takes to drink and a wholesome little cabaret singer who becomes addicted to dope when her romance and hope of saving her sweetheart are frowned upon by his family. Later they meet in an opium den in China and save each other. Story has been adapted for the two popular stars.

*Adults—theatrical. 14 to 18, no. Under 14, no.*

**Men on Call—Edmund Lowe-Mae Clark. Fox, 6 Reels. Directed by John Blystone.**

Edmund Lowe as his natural self in a pleasant, but rather thin story of the Coast Guard. Mae Clark as the girl is refreshing and wholesome. There are some good pictures of the Coast Guard service and a storm at sea is vividly portrayed.

*Adults—good. 14 to 18, entertaining. Under 14, very good.*

**Morocco—Marlene Dietrich-Gary Cooper. Paramount, 7 Reels. Directed by Jos. Von Sternberg. From the play "Amy Jolly."**

An unusually interesting love story with a Foreign Legion background. Direction, acting, and photography outstanding.

*Adults—very interesting. 14 to 18, no. Under 14, no.*

**Mothers Cry—David Manners-Dorothy Petersen. Warner-First National, 6 Reels. From novel by Helen Carlisle.**

Maudlin and sentimental—not recommended.

*Adults—worthless. 14 to 18, no. Under 14, no.*

**Once a Sinner—Dorothy Mackail-John Halliday. Fox, 7 Reels. Directed by Guthrie McClintic.**

Unpleasant story of a young woman with a buried past which refuses to stay buried and crops up to ruin her married life. Her husband fails to measure up and much unhappiness results. Eventually comes the happy ending.

*Adults—worthless. 14 to 18, no. Under 14, no.*

**One Heavenly Night—John Boles-Evelyn Laye. United Artists, 7 Reels. Directed by Geo. Fitzmaurice.**

An entertaining light opera which can be recommended only for adults because of wholly uncalled for suggestiveness. The stars' voices blend beautifully and Leon Errol is very funny.

*Adults—entertaining. 14 to 18, by no means. Under 14, no.*

**Only Saps Work—Leon Errol-Stuart Erwin. Paramount, 6 Reels. From stage play "Easy Come, Easy Go," by Owen Davis. Directed by Cyril Gardner-Edw. H. Knopf.**

The setting of the health farm is about all there is left of the stage play in the movie version. It serves as a vehicle for Errol and Erwin to ply their light-fingered trade. While amusing for adults, the evasive ways and methods of the comedians lack a proper sense of values for a youthful audience.

*Adults—amusing. 14 to 18, harmful. Under 14, no.*

**Rango—Ernest Schoedsack Production. Paramount, 8 Reels.**

This is a masterpiece of tragedy and comedy in the lives of animals living in the jungles of Sumatra. No one should miss it.

*Adults—thrilling. 14 to 18, very thrilling. Under 14, exciting.*

March, 1931

**Reaching for the Moon—Douglas Fairbanks-Bebe Daniels. United Artists, 8 Reels. Directed by Edmund Goulding.**

Douglas Fairbanks, in modern dress, as a business man of today. The heroine as the result of a dare enters his office, makes his acquaintance and a dinner engagement and then fails to meet him at dinner. He learns she is sailing for Europe so he manages to catch the ship in which she is leaving. Then the romance continues. He is as active and as agile as ever, but the picture is not quite so colorful.

*Adults—interesting. 14 to 18, doubtful. Under 14, of no interest.*

**Reducing—Marie Dressler-Polly Moran. M. G. M., 6 Reels. Story by Willard Mack. Directed by Charles F. Reisner.**

Polly, successful, invites her sister Marie to visit her. Family fusses, laughter and tears, with much slapstick comedy, result. Then some real trouble makes its appearance and Marie shoulders it, settles it and the riotous comedy continues.

*Adults—funny. 14 to 18, funny. Under 14, perhaps.*

**Right to Love, The—Ruth Chatterton-Paul Lucas. Paramount, 7 Reels. From the novel "Brook Evans," by Susan Glaspell. Directed by Richard Wallace.**

Technically an excellent picture. The photography is outstanding and the perfection of its mechanics is demonstrated in the smoothness and illusion with which the star is pictured in the dual rôle. The story is of interest but morbid, unwholesome and the reverse of entertaining.

*Adults—morbid. 14 to 18, no. Under 14, no.*

**Royal Family of Broadway, The—Frederic March-Ina Clare. Paramount, 7 Reels. From stage play by Edna Ferber and Geo. S. Kaufman. Directed by Geo. Cukor and Cyril Gardner.**

A swift-moving comedy drama, witty and satirical, revealing the intimate life of a family steeped in stage traditions and unable to break away. The granddaughter refuses to go on the stage and marries the man of her choice. The daughter decides to marry a former suitor. The mother is taken suddenly ill and the family rushes to the theater to find the mother dying. The daughter goes on in her mother's place and the future finds the other members of the family back of the footlights.

*Adults—entertaining. 14 to 18, perhaps. Under 14, no.*

**Scandal Sheet—George Bancroft-Kay Francis. Paramount, 8 Reels. From story by Vincent Lawrence. Directed by John Cromwell.**

Story of a hard-boiled newspaper editor who prints all the news whether or not it's "fit." Tense, swift-moving, exciting.

*Adults—gripping. 14 to 18, no. Under 14, no.*

**Seas Beneath—George O'Brien-Marion Lessing. Fox, 9 Reels. From the story by Commander James Barker. Directed by John Ford.**

Story of submarine warfare, in which a camouflaged schooner does not fall a victim to a submarine, but sinks it. The captain's romance with a young German girl is interwoven.

*Adults—excellent. 14 to 18, excellent. Under 14, too exciting.*

**A Soldier's Plaything—Ben Lyon-Harry Langdon. Warner Bros., 5 Reels. Directed by Michael Curtiz.**

Slapstick comedy bordering on vulgarity now and then, but otherwise not offensive.

*Adults—perhaps. 14 to 18, funny. Under 14, very funny.*

## CHILD WELFARE

*Published in the Interests of Child Welfare  
for the 1,481,000 Members of The National  
Congress of Parents and Teachers*



## THE GRIST MILL

### *The Faith of Mankind*

**W**E are in the midst of a gigantic psychological experiment which is going to be watched with interest by every thinking citizen for the next few months. We are experiencing a period of economic depression that is world-wide.

Working on the theory that misery begets misery—pessimism begets pessimism—business depression means an ever-tightening pull on the purse-strings of business, resulting in a tremendous increase of unemployment, thereby lessening the chances of a circulating pay-roll. Governmental, business, educational and social interests of this country are launched on this altruistic campaign, the slogan of which might be, "Think prosperity, and you have prosperity."

The ready response to this campaign inaugurated by President Hoover and his Cabinet—from the most powerful business interests to the smallest village—has been instantaneous, although perhaps not unusual, for isn't it typical of the members of the human race that in the time of crisis they stand ready to meet emergencies, drawn together by the common bond of human need?

While we shall probably see fanatical fervor and unwarranted enthusiasm demon-

strated by many people, resulting in unwise expenditures which may aggravate rather than aid the cause, the theory is sound at the core, and we have faith in the conservative thinking minds leading this "prosperity campaign" through to a successful solution.

There is, too, another reason for interest in this experiment; advocates of the all-important movement for World Peace may find that in the success of this campaign lies the answer to one of the strongest arguments against the possibility of World Peace—"It can't be done, you can't change human nature."

How familiar are the old arguments that "war is inevitable," that human nature is an instinct, giving the poor benighted human no credit for progressive development; that other nations cannot be trusted. Why not? Are not "other nations" made up of people, home-loving, entitled to happiness, even as you and I?

All this is part of an age-old philosophy which should have no part in present-day thinking, for through the influence of modern inventions, travel, education, the whole world is rapidly becoming internationally rather than nationally minded, and when people know and understand one another, there will not be hatred. Misunderstanding breeds distrust, intolerance, suspicion, culminating in hatred. That this psychology of war-mindedness was successful is all too true, as is attested by the countless wars of the past. At the same time, may we never forget that in but few instances has it been the people of a nation who have demanded war, but rather the leaders thereof; the people themselves having little to gain and much to lose.

Therefore, if this old psychology of destruction has proved successful, just as in the present economic crisis the pessimism of "hard-times" has been advanced as an important factor in the development of business depression, isn't it logical to suppose that a new psychology of peace-mindedness, of tolerance, of international understanding, will bring the nations of the world



to peaceful, intelligent settlement of their difficulties, even as our leaders now so firmly believe that molding public opinion to think in terms of prosperity will in itself be a deciding factor in solving the present crisis?

o

We see again the faith of mankind in education of public opinion typified in Russia under the new régime, where every effort is exerted to build up the new Russia through the education of its children. So strong is their faith in this conviction, that they are willing to wait for a generation or two for the fulfilment of their hopes.

May we not, as citizens of this great nation, as parents and teachers of the youth in our communities, profit by this theory of optimistic education and do likewise? . . .

So, in the final analysis, may we not learn to think in terms of this childish prayer:

Our Father, you have given me  
So much of love and joy today  
That I am thinking love and joy  
To other children far away.

Wherever they lie down to sleep  
Happy and tired with work and play,  
Yellow and brown and black and white,  
Our Father, bless us all tonight.

—Amelia Josephine Burr.

MRS. M. P. SUMMERS,  
*President's Message from Iowa Parent-Teacher, December, 1930.*



March, 1931

## Handicapped

BY MAROU BROWN LITTLE

HE was "handicapped" from the very day that he entered school, notwithstanding the fact that he was both physically and mentally fit. His tonsils and adenoids were no more. He was a sturdy lad. His eyes were quick to see and his ears to hear. He had a keen mind, a retentive memory, was clever at "math" and showed evidences of a cultural background and a religious training.

He did not mingle much, however, in the school activities but seemed to stand aloof from his companions, with a wistful expression that said, "I would be one of you, but you shut me out." "Handicapped," yea—than which there is no handicap more bitter or more disheartening. He was "The Son of the Superintendent of Schools."

All through the grades he had been "fed up" by that fact. If he misbehaved, his reprimand from the teacher was usually followed by the refrain, "We don't expect that from you, remember you are the Superintendent's son." If he attained a high percentage, he was taunted by his mates, "Of course, you get high marks, look who your father is." If he took part in a play or recitation, an uplifted eyebrow, a whispered consultation behind a fan, a shrug of the shoulder were mere punctuations to, "Whom would you expect to take the leading part?" "It makes a difference who's who."

As he passed on to high school, his handicap loomed larger and larger. When the day came for the "tryout" for the orchestra, he was greeted with, "Look who comes here, no show for us," whereupon he turned upon his heels and decided he couldn't give the time to it anyway. All through the term, no matter what came up demanding the services of a live-wire boy, "He has a drag"—"He has a pull," rang in his ears, until finally after receiving his report with its A's and hearing the old cry, "Of course, you get good marks, the

teachers don't dare mark you down," he flung his books across the room and said in disgust, "I'll show them. I am through studying. I am going to fail in everything this term."

The "sins of the father" may be visited on the children, but why, pray, should boys and girls be penalized by ugly remarks and innuendoes just because their fathers happen to be school men, superintendent, principal, or teacher, it matters little the position. The reaction of such insinuations on the children is nullifying. It causes resentment, hampers initiative, and fosters self-consciousness. There is hardly a com-

munity that isn't "tarred with the same pitch" of jealousy and unfairness—jealousy of the youth's inborn capacity, and unfairness in its judgment of his individual ability.

It is about time to "turn about face" and to stop prating about "giving the child a square deal." If we believe in the "Child's Bill of Rights" let us see to it that even "The Son of a Superintendent of Schools" has "encouragement to express in fullest measure the spirit within, which is the final endowment of every human being." —*Reprinted by request from the "Journal of Education."*



*The Campus at Bowdoin*

## Fathers' Day in College

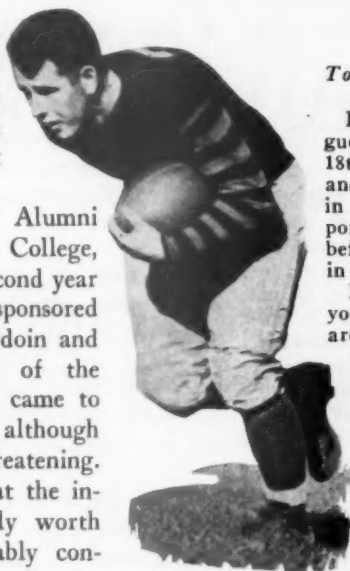
**A** CUSTOM has been instituted in several colleges which gives fathers a clearer picture of the college and a better opportunity to cooperate with their sons' instructors. Once a year the president of the college issues an invitation to the fathers and guardians of the members of the freshman class to visit the college on Freshman Day.

In the case of Bowdoin, for example, the invitation includes a luncheon at which

three fathers are seated at a table with one member of the faculty, and a football game which the men attend with their boys. The faculty approves the plan and those who conduct classes for freshmen particularly welcome the opportunity to meet the fathers of their students and discuss with them matters relating to the individual boy. Many fathers take pains to attend classes during the morning and look up instructors about whom their sons have written home.

Attendance at the football game gives the men a chance to see the undergraduate body in one of its important leisure-time activities.

Philip S. Wilder, Alumni Secretary of Bowdoin College, writes: "This is the second year in which we have sponsored Fathers' Day at Bowdoin and more than one-third of the fathers and guardians came to the college for the day, although the weather was threatening. . . . We have felt that the institution was decidedly worth while and will probably continue it in years to come."



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## The Letter

*To the Fathers of Freshmen of Bowdoin College:*

I am very glad to ask you to be the guests of the College on Saturday, October 18th, at luncheon in the Moulton Union and at the Tufts-Bowdoin football game in the afternoon. There will be an opportunity to meet members of the faculty before the luncheon and to attend classes in the morning.

Bowdoin College is anxious to have you realize that the closer the relations are between the parents of our boys and the College, the more fruitful will be the result of our training and instruction. The committee in charge will be very grateful to you if you will kindly send an early reply on the enclosed post card.

Sincerely yours,

*Signed by President KENNETH SILLS  
of Bowdoin College,*

Brunswick, Maine.



George Washington University, Washington, D. C., celebrates annually a *Mothers' Day*. Dr. Cloyd H. Marvin, president, believes that the parents of today are contributing more to the younger generation economically, socially, and spiritually than any of their predecessors.



# Problems of High School Students

BY IRENE O'BRIEN

**W**HAT are the problems of high school students?

How may parents give better help in the solution of these problems?

In order that the high school group at the educational conference of the Northwestern Ohio Parent-Teacher Association might discuss these questions more definitely, a questionnaire was prepared and submitted to one hundred high school students.

What an interest these boys and girls displayed! They were told how the questionnaire was to be used, that no names were wanted, and that their experience

would be of help to other students. Yes, of course, they had problems, and they were eager to help others solve theirs. Many students asked of their own accord if they might be permitted to fill out a questionnaire. One sociology class of forty seniors asked if they might see the tabulated results.

Fifty-six girls and forty-four boys, from the three upper classes and ranging in age from fourteen to twenty, answered the questions.

A condensed form of the questionnaire with the results is given:

1. Is there anyone with whom you can talk over

## CHILD WELFARE

- your innermost secrets or problems? (Yes, 97; no, 3.)
2. If so, who is that person? a. Mother; b. brother; c. father; d. sister; e. friend (1. older; 2. own age).
  3. Why can you not talk things over with your parents? a. Afraid they would not understand; b. too strict or critical; c. would be embarrassing; d. lack of sympathy; e. not interested; f. might think me silly; g. do not seem on my level. To these topics the students added: h. their ideas are so different; i. ridicule my feelings; j. feeling that they should not be bothered with my petty problems of life—that I should learn by experience; k. I am the oldest and they do not seem to understand; l. they think my problems are trivial; m. they have worries enough of their own; n. laugh and tease; o. father would not have time.
  4. Do you ever have any problems which worry you and upon which you would like to ask advice? (Yes: 35 boys, 48 girls.)
  5. What do these problems concern? a. School work; b. love affairs; c. styles; d. self-consciousness; e. leisure time; f. inability to make friends; g. inferiority complex; h. money matters; i. personal differences with teachers; j. future work; k. temperament.
  6. Did you ever have a teacher to whom you think you could tell your troubles? (Yes: 37 boys, 36 girls.)
  7. If so, what was there about this teacher which inspired confidence? She seems to understand; understands boys and girls; takes a personal interest in each student; has a sympathetic attitude; gives helpful criticism; more of a friend than teacher; is willing to help; is frank; keeps a confidence; sees things from my viewpoint.
  8. If you were asked to address a group of parents on the subject of how they might be of more help to their boys and girls, what would you say? Be a pal; be frank; watch company; welcome friends at home; watch leisure time; take interest in children's interests; see things in the modern way—times have changed; see things through students' eyes; take child's problem to heart—it seems like a mountain to him.
2. Many have problems about which they would like advice.
  3. The teacher is more of a confidant than parents, and the reasons advanced are to be compared with those given for not talking things over with parents.

Selecting at random a few of the answers under the heading, *Advice to Parents*, we find the following:

"Show more interest in little things that happen to a child in everyday life, no matter how boring they may seem."

"Get the confidence of the children—make them know that their parents were young once and had such experiences and troubles."

"Do not laugh at their problems even if they are silly, and do not tell the matter to friends as a joke but keep it strictly confidential."

"Spend more leisure time with them and their friends—entertain them at home."

"Above all, be frank and truthful with them, so as to obtain the trust and confidence of the children. Never act uninterested or kill any feelings of ambition by too severe criticism. Be broad-minded and take an interest in their troubles. In most cases, a child is too self-conscious and afraid of the results to go into the details of his seemingly silly problems of life. His petty love affairs may be derided or condemned by his parents, but he is only human and seeks companionship that maybe he does not get at home."

"A trouble is only half a trouble if you can talk it over with someone."

There is only one conclusion to draw, namely, that our high school boys and girls have problems and are groping about seeking confidants. The parents, in a great many cases, are failing to inspire this confidence. Perhaps these suggestions made by students may prove helpful.


Some of the more significant results to be noted include:

1. More girls than boys can talk over things with parents.



# Physical Illiteracy

BY JAMES EDWARD ROGERS

No subject in the public schools has grown as rapidly as physical education. Today 36 states representing 90 per cent of the population have state directors of physical education on the staff of state superintendents of schools. And yet physical illiteracy is growing in America. School statistics show that 70 per cent of our 26 million school children have defects which do two things if neglected: (1) mar their future health and physical welfare; (2) retard their school progress.

Life insurance companies say that the death rate is increasing between the ages of 45 and 70. On the average the man of 45 at present has less chance to live than the man of 45 one hundred years ago.

No subject in the next ten years will make more progress than health education. Why? Because in this industrial machine age of stress and strain, health education becomes of first importance. Modern mechanical inventions are creating an artificial environment in which it will be less easy for youth to live completely. Outdoor living and big muscle activity in work and play are almost impossible in the large cities. With the passing of the dirt roads, the old swimming hole, the chores, and with the coming of movies, radio, and vacuum cleaners, youth will find it more difficult to live physically.

We have conquered communicable diseases, but a new kind of physical ailments besets man. The diseases that are attacking men and women over the age of 40 come from within. They originate from four organs—heart, lungs, kidneys, and liver. The rapid increase in heart disease is not only a warning signal but an indictment. In this hectic world of machines and efficiency methods, children are being raised. Activity is essential to growth and develop-

ment. It is the great biological drive in human life. Play also is essential to child life; through it, he gains life. The antidote for physical degeneration in human life is more outdoor living, big muscle activity, play and recreation, and a properly balanced proportion of work, rest, and play.


The National Congress of Parents and Teachers, through its state branches, has done much to develop physical education programs in the schools throughout the country. It has been largely responsible, with other national organizations, for obtaining the physical education laws of 36 states. It has been of special help in having state directors of health and physical education placed on the staff of state superintendents of schools. Laws and programs do not function by themselves, and wherever a state has a director of physical education there is a definite, state-wide, growing program based on educational principles.

There are at present four state superintendents of public instruction who are planning to put state directors of health and physical education on their staff in order to guarantee a well developed, scientific, educational program. The National Physical Education Service of the National Recreation Association has been instrumental in this development and has had the splendid cooperation of the National Congress and its branches. The development of state school health and physical education programs is a part of the program of the National Congress of Parents and Teachers.

We should guarantee to our children the right to live completely. To live completely they must have good health and be physically fit. A requirement for graduation from our public schools should be a sound mind in a sound body.

# *The Story Hour for Children*

## Florizel Goes on a Journey<sup>1</sup>

 ONCE on a time a boy by the name of Florizel found himself very unhappy. He did not know why, for he had a pleasant home, and his father and mother had provided him with many things for his amusement, and for his comfort as well.

"If I am unhappy at home," reasoned Florizel, "then I mean to go journeying to find where happiness does live."

So on a bright summer's day he put on his best suit—because he thought good clothes must have something to do with happiness. He filled every pocket with food, and over his shoulder he threw a small pack of things a boy might need. As he fared down the road, Florizel whistled a little tune, softly, lest someone should halt him on his quest. And the little tune said in his heart, "Now when I am hungry, I shall sit on a log with nothing in the world to do but eat"; and he felt of his bulging pockets.

"Then," the tune in his heart went on, "when I become hot, I shall wade in a cool, singing brook. And should I feel tired, I have only to curl up in a shady place with my head on my pack, and fall into the happiest of dreams."

Just as the tune was singing these words, the Wind came running up the road.

"Why are you in such haste?" asked Florizel, holding out both arms to catch the swift runner.

"I am on an important errand far down the valley," answered the Wind.

"You poor thing!" exclaimed the boy.

"Poor?" queried the Wind. "How is that?"

"Because you have to work on so fine a morning."

"But I like to work! I am most unhappy on the days when I am not allowed to blow." And he hurried off with a whisk.

Florizel turned to watch the grasses wave as the Wind swept by, and every tree bowed a merry Good Morning.

"It seems very warm," sighed Florizel, opening his coat, as the Wind disappeared over the hill.

"Yes, it is warm," echoed a chorus of voices close at hand. "We mean it to be warm."

"But who are you?" questioned the boy, looking all about him.

"We? Why—we are the Sunbeams. We are sorry to inconvenience you, but really the vegetables and the fruit trees and the grain and the meadows need our warmth. And there are so many of us that we couldn't help heating you, too, as you happened along."

"Where are you going now?" asked Florizel.

"We are ever so busy since yesterday's rain," they announced, "or we would stop to tell you."

"It must be very unpleasant to have to work so hard!" cried Florizel.

"'Unpleasant,' boy? We should be utterly lost without work. Cloudy days are the most miserable things you can imagine."

Florizel lingered to watch the Sunbeams chase a cloud shadow from a neighboring field. Then he turned into a winding footpath, which led to a rustic bridge overhanging a little brook. Seating himself on a mossy stone, he slowly took off both shoes and dangled his warm feet lightly in the fresh water.

"Please don't hinder me," requested a

<sup>1</sup> From "The Understanding Prince," Copyright, 1926, Little, Brown and Company, Boston, who have also granted permission for the reproduction of the picture which appears in connection with the story as published in the Atlantic Readers. All rights reserved. This story has been chosen by Dr. Condon as the sixth in the series appearing on the children's page.

rippling voice. "I am in very much of a hurry since the rain of yesterday, and if you will excuse me for saying so, you are quite in the way."

"In whose way?" asked Florizel.

"In my way—the Brook's way," came the answer.

The lad lifted his feet until they barely grazed the surface of the water.

"Thank you; that is better," said the Brook.

"But why are you slipping by these shady willow trees?" puzzled Florizel.

"Because I have been called to water some dry fields near the bank several miles below here. And besides," argued the Brook, "there are more willows farther along that need me sadly."

"But don't you hate to hurry so?" asked the boy.

"I should far rather keep busy," replied the Brook. "I am always contented, if only I can find plenty of work to do." And the Brook went humming along.

Florizel stepped across the little bridge and started to dry his feet in a patch of sunshine. The least twittering near by made him search sharply to see who might be at hand for a friendly chat.

"Why do you walk down the tree trunk head-first?" was his swift inquiry, as he caught sight of a gray-and-buff

Nuthatch vigorously hunting for insects.

"I can do my work better that way," chirped the bird.

"And do you truly *like* to work?" inquired Florizel.

"It is dull, indeed, being idle," explained the Nuthatch. "I should prefer to be building a nest, or hunting for food for the little Nuthatches, or something of the kind, every

minute of the day."

"Would you?" asked Florizel, drawing on his stockings. "Why, that is what they all say."

He took up his pack and started thoughtfully to retrace his steps.

"I believe I may as well go home for dinner," he said slowly to himself. Then, with an eager skip, "Father is at work in the garden this afternoon. My, but it would be fun to help him!"

Up and over the hill ran the lad, as swiftly as ever the wind could travel, until the chimneys of his own house

were in sight. Then he caught a deep breath, and began whistling the happiest tune that any boy in all the world could have thought to whistle.

And if there had been words to the tune, they would have been a little about the wind and the sun, and a trifle about brooks and birds. But, for the most part, they would have been about the latch of a certain tall white garden-gate.



"And do you truly like to work?" inquired Florizel.

*"All the problems that we deal with as public men, all the questions of the tariff, of finance, of foreign policy, sink into absolute insignificance compared with the great problem of securing and keeping a proper home life in the average family of the average citizen of this Republic."*

THEODORE ROOSEVELT.

# National Council of Parent Education

BY FLORA M. THURSTON

THE second national conference of the National Council of Parent Education was held in Washington immediately preceding the White House Conference on child welfare in November. This conference brought together two hundred parent education leaders from about seventy universities, organizations, and agencies throughout the country who were the members and invited guests of the Council.

Because of the active interest which Council members had taken in the preparations for the White House Conference the sessions were devoted largely to a discussion of the preliminary reports of the White House Conference committees on the family and parent education. The sessions considered a wide range of topics. Among them were "The Influence of the Family on the Education of the Child" and "The Elements Which Constitute Family Atmosphere." These topics had been studied by special committees of the Conference and were reported in detail. Three papers on methods of educating parents were presented, which discussed the problems of conducting parent study groups and of individual consultation with parents. One of the most stimulating addresses was that on "The School in Parent Education," in which the plea was made for a greater sense of responsibility on the part of the school for educating youth in those attitudes which would contribute to better home life. The school was also challenged "to study objectively and without prejudice all proposals for the improvement of the marriage relationship and for the remedy of the tragedy of broken homes." Other topics considered the relationship of parent education to social work, the problems of leadership in parent education, family relationships, and the place of household management in a parent

education program. Several groups were formed to discuss state programs of parent education, methods, and the place of the nursery school in the education of parents.

The spirit of the Conference was marked by an unusual vitality and a rare degree of wholesome self-criticism. There seemed to be a feeling of mutual understanding which made it possible for the entire group to enter freely into the discussion of any question which was proposed.

## Congress Comments

The Fifth District of the Kentucky Branch of the National Congress has been broadcasting an instructive series of five-minute parent-teacher talks on Wednesday afternoons. The talks have touched on Congress objectives, children's reading, the preschool child, thrift, art, and student loans. The cooperation extended by Station WHAS has been greatly appreciated by the district, since the messages are being sent over a wide area.

*"The Oregon Parent-Teacher" says that "one of the requirements for a standard school, as given from the office of the Superintendent of Public Instruction, is that if the school has a parent-teacher association, the association must be in state membership." It suggests doing even better in Oregon than the school authorities require by having standard (Congress) associations in standard schools. And then what?*

We have just heard of a man in West Virginia who is president of a local association, president of the county council, and a vice-president of the state congress. His regular job keeps him busy from seven o'clock in the morning until four in the afternoon, and yet he has time to take the national correspondence courses. Last year he took Course Number I and this year is taking Course Number II. Who says that mothers are the most interested members of parent-teacher associations?

*During this period of unemployment many high school parent-teacher associations report that they are helping to keep in school boys and girls who are able to earn a part of their expenses. In an association in Wichita, Kansas, seven mothers have "adopted" a boy or a girl. This means that each foster mother contributes \$3.00 monthly toward luncheons or other incidental expenses.*

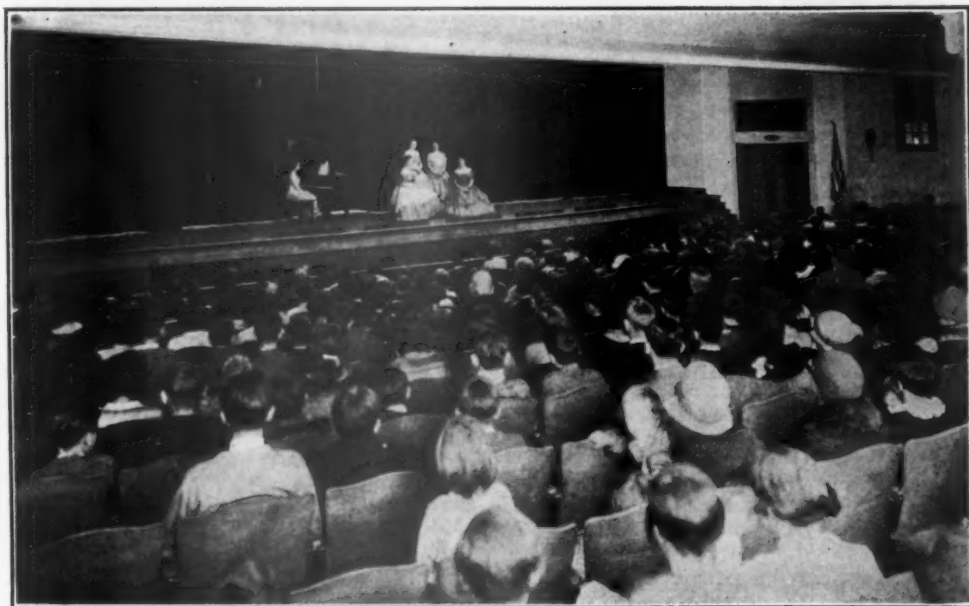
The week of January 12 was a busy one at the National Congress office in Washington. Mrs. Hugh Bradford, National President, met the Executive Committee to discuss convention plans; and the committees working on Organization, Publications, Programs, and Headquarters also held meetings.

March, 1931



# Concerts in Schools

## A Real Parent-Teacher Movement



THE BRAHMS QUARTETTE—Presenting a Program of Folk Music

THE National Music League, Inc., a non-profit-making organization for the promotion of music, originated these programs to supplement the regular school music course. With the cooperation of a National Advisory Committee of musical educators and musicians, these concerts

## BRING SCHOOL MUSIC TO LIFE

Through the Valuable Cooperation of Many Local Parent-Teacher Associations

***250,000 Students Have Heard These Concerts***

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MORNING ASSEMBLY PROGRAMS

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AFTERNOON YOUNG PEOPLE'S MUSICALES

EVENING RECITALS FOR STUDENTS AND ADULTS

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Mrs. CHRISTIAN R. HOLMES, Vice-President

113 W. 57th Street, New York, N. Y.

*A non-profit-making organization for the promotion of music*

March, 1931

## MENTAL HYGIENE

**E**ACH month on this page will appear suggestions about the mental hygiene aspects of child training. Their publication here constitutes part of the official program of the Committee on Mental Hygiene of the National Congress of Parents and Teachers. Dr. George K. Pratt, New York City, is Chairman of the Committee.

*The suggestions are brief, pithy and practical. Please note that this page on which they regularly appear is perforated at the side. Tear it out each month and pin it to the wall of the kitchen or bedroom for ready reference. At the end of the year you will have a set of leaflets helpful to you when troubled about dealing sensibly with many children's problems.*

### JEALOUSY

Jealousy is serious even in a child. It makes him unhappy, disagreeable, and unable to get on with those about him. When he grows up, it will interfere with his success as well as with his happiness.

#### *Things to Do*

- Respect his property and his rights.
- Teach him to share with others and respect their rights.
- Let him know of plans for the new baby.
- Let him help in the care of the baby.
- Divide your attention fairly among all the children.

#### *Things to Avoid*

- Don't make favorites of any of the children.
- Don't compare children with each other.
- Don't tease a child by petting another and leaving him out.

#### *Remember*

- A child is not born jealous.
- Jealousy can be prevented or corrected by proper training.
- A jealous person does not work or play well with others.

Prepared by THE MASSACHUSETTS DEPARTMENT OF MENTAL DISEASES DIVISION OF MENTAL HYGIENE  
and the COMMUNITY HEALTH ASSOCIATION.

Published by MASSACHUSETTS SOCIETY for MENTAL HYGIENE.

*Suggestions for developing your child's intelligence are given in next month's article.*



BY WINNIFRED KING RUGG

WILLIAM E. BLATZ and Helen Bott, already well known to those interested in child study through the book called *Parents and the Pre-School Child*, have continued the record of their researches in a new work entitled *The Management of Young Children*. This is, to a large extent, a treatise on discipline, though the authors' definition of that word does not exactly accord with popular, conventional usage. If we accept discipline as "the art of making disciples," then it assumes a positive and constructive meaning and may be thought of as a way of leading the child gradually to the right control of his own conduct. In every parent group one of the first questions is, "How can I get my child to obey me?" Dr. Blatz and Miss Bott have sought to answer that question, but let no mother think that the answer is an easily applied, blanket prescription. There is no formula for child management. What the authors have tried to do is to get parents to discover the right principles in their relationships with their children; in short, to become intelligent parents. The goal is not to *force* the child to conform, but to *lead* him in the right direction.

The authors admit that some parts of their book may sound general and abstract, but to offset that they have instanced a great number of actual cases and have given specific questions and answers. The book is intended for use by study classes and is supplied with outlines, topics for discussion, and lists of books and articles for outside reading.

The Malden Health Series, based on a seven years' endeavor to work out a continuing program of health training in Malden, Massachusetts,

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setts, has been completed with a small volume bearing the title, *Home Nursing and Child Care*. The authors, C. E. Turner, Nell Josephine Morgan, and Georgie B. Collins, have prepared their book for girls in the upper junior high and lower senior high school classes. Since 1919 home nursing has been a compulsory part of the Malden curriculum for all girls of the ninth grade. The book which describes the course gives simple instructions for administering food and medicine; caring for the sick room and for convalescents; applying first aid; and attending

to infants and small children. It would be a useful addition to a mother's book shelf.

• • •

The American Library Association has just published a list called *500 Books for the Senior High School Library*. Because it is restricted to 500 titles, the list is not sufficient for reference material or for recreational reading, but it will form a nucleus to which other volumes may be added as cir-

cumstances permit. It is particularly convenient for the school superintendent who has to purchase books without the help of a school librarian.

• • •

*The Schools and Business* is a fresh publication of the Research Division of the National Education Association. There is some danger that the present economic depression may result in retrenchment of school expenditures. This publication shows how schools contribute to our material prosperity and why cutting their services will only make the economic depression worse. *The Schools and Business* can be used to advantage in high school classes and for distribution among parent-teacher associations and all organizations interested in public welfare.



# OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG  
372 Normal Parkway, Chicago, Illinois

## OKLAHOMA

*Unprecedented Year's Growth in  
McAlester*

**M**CALESTER, hostess city for this year's state convention, responded to the call of the state president, Mrs. Charles D. Johnson, for greater extension of the parent-teacher movement, with a program of expansion and thorough work which surpassed all previous years.

Parent-teacher work was organized in McAlester in 1912. Each succeeding year has seen a gradual increase in interest and membership, until today the eight Congress units and the council in McAlester are officered by well informed Congress leaders and are composed of parents and teachers who support the work to the utmost.

Pride in the schools and a spirit which will not be satisfied with less than the best interests of the school have helped bring this city, with a population of little more than 11,000, into second rank among the public school systems of the state, although several cities have populations approximating 150,000.

Thirteen counties comprise the district in which McAlester is situated, each county having a chairman in charge of extension work. Since September, 1930, eight new units have been organized in Pittsburg County. Latimer County has four units; Carter, fourteen; Atoka, four; McIntosh, three; Johnson, two; and LeFlore, one.

The coming of the state convention to McAlester has been an added spur to the endeavors of the leaders and will, it is ex-

pected, be the brightest spot in the history of the organization.—A. D. HEFLEY, Principal, Eugene Field School, McAlester.

## NEW YORK

*Various Phases of Child Welfare Work in  
Bay Shore and Brightwaters, Long Island*

Bay Shore and Brightwaters Congress units find practical expression of Congress aims in preventive and remedial health activities, in supplying clothing and food to needy families, in meeting the unusual needs of growing children, and in improving the attendance and the efficiency of the children in the schools.

A preschool clinic is aiding greatly to bring about physical fitness among the smaller children of the school, and a dental engine, which was supplied by the parent-teacher association, aids the dental hygienist. The parent-teacher association assumes financial responsibility for the correction of many cases of defective eyesight, diseased tonsils, and adenoids, while the physicians and dentists cooperate in making the fund for this work cover the greatest possible number of cases.

When families of school children are reported by the school nurse to be suffering extreme need, the association undertakes to supply fuel, food, and clothing, and in some instances secures employment for the head of the household. Several dozen pairs of slippers were distributed to the various class rooms to be used by children who arrive at

*(Continued on page 438)*

*March, 1931*



# No need to wait for Summer Sun with **EVEREADY**



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**E**VEREADY Sunshine Lamps and Carbons are sold by Electric Power Companies, Electrical Specialty Dealers, Department Stores, and Medical Supply Houses. Available

in either table or floor models.

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An instructive booklet, "Making the Summer Sun Stand Still," will be mailed to you upon request.

**M**ARCH is here—that turbulent month of false promises—the danger month of the year—the season of lowest vitality.

The Eveready Sunshine Lamp will bring you the revitalizing influence of summer sunshine **NOW**—when you need it most. No need to wait for balmy June.

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FOR TREATMENT OR CURE, CONSULT YOUR PHYSICIAN. DO NOT ATTEMPT SELF-DIAGNOSIS.

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## CHILD WELFARE

(Continued from page 436)

school with wet feet. A number of pairs of rubbers were purchased, and the needs of growing girls were met by installing well equipped cabinets in the toilet rooms. The Mothers' Club of the Brook Avenue School meets every week, and sorts, darns, and patches worn and outgrown clothing to be distributed among the children.

Attempts are being made to promote friendliness and ease at the meetings by round table discussion of topics of interest to both teachers and parents, and each meeting is followed by a pleasant tea hour.—**MRS. C. G. GUTTINGER**, 351 N. Windsor Avenue, Brightwaters, Long Island.

### ILLINOIS

#### *Fathersingers and Father Participation*

The Mason School Parent-Teacher Association of Chicago enjoys and profits by unusual participation on the part of the fathers of the pupils. The men of the association attend evening meetings, and respond to the baton of the woman who directs the singing in whole-hearted fashion and with rare enjoyment. Words especially written for P. T. A. work and set to familiar airs are used. At the evening meetings—Fathers' Nights—a father presides, and each of the seven years that this practice has been followed has seen a different father in the chair.

When the school needed a box in which to keep the lantern slides which the association had given to the school, did the women members forget the fathers and raise money to buy a box? They did not! They got a cabinet-maker among the Dads to make the box. Another father made the question box used each month at the meetings.

An artist father makes the display posters for special occasions, such as the play the mothers stage to raise much-needed funds. Fathers built, hauled, and set up the stage properties for such plays. Lights and curtains are manipulated by fathers.

When this association used the star posters for a membership drive suggested in the **CHILD WELFARE MAGAZINE** about three years ago, a surveyor father made 48 charts, properly headed and ruled for the use of each room in the school.

A father helps his wife, who is membership chairman, to fill in the membership blanks, one year totaling 1,100.

The father whose wife edits the monthly P. T. A. and school bulletin helps fold the 2,000 copies that are distributed free to the pupils.

Another father was stationed at the entrance of the ten-acre school grounds to prevent motorists from taking short cuts across the grounds and endangering the safety of the school children.

(Continued on page 440)



*The Mothersingers of the Pennsylvania Congress of Parents and Teachers numbering 150 and directed by Mrs. H. R. Pope, State Chairman of the Committee on Music, sang at the 1930 State Convention.*



## This little matter of handkerchiefs...

Teachers in modern schools have learned to make the "showing of handkerchiefs" a part of the daily morning inspection. For the handkerchief is a fairly true test of breeding. And it is an ideal specific case upon which to build the habits of cleanliness.

Morning inspection—which includes the "showing of handkerchiefs"—is a constructive part of the program in many schools. It is an endeavor which merits the support of parents—in fact, must have the active support of parents if it is to be really successful.

Morning inspection does much more than promote good breeding. It is, when properly carried out, an important safe-guard of health.

For cleanliness—whether of handkerchiefs, hands, dishes or towels—is one means of pre-

venting the spread of disease. You know that full well.

But how to impress the importance of cleanliness upon the minds of children? If you are interested in answering that question, you should send for a copy of *Hitch-hikers*.

*Hitch-hikers* is an interesting booklet about microbes that "hitch-hike" from person to person, spreading disease. It is a valuable health and cleanliness source-book. Single copies are free to school administrators, health workers, physicians, nurses, teachers and officers of Parent-Teacher Associations; to others, 15 cents per copy.



## CLEANLINESS INSTITUTE

*Established to promote  
public welfare by teaching  
the value of cleanliness*

CLEANLINESS INSTITUTE, Dept. 2c  
45 East 17th Street, New York, N. Y. C. W. 3-31  
Please send me one free copy of *Hitch-hikers*.

Name.....

Title (teacher, P.T.A. officer, etc.).....

Address.....

City..... State.....

(Continued from page 438)

Another father investigates the cases which ask the association for charity relief.

Although the names of the fathers do not appear in the list of standing committees of the association their unheralded efforts help achieve many things of importance to the Mason School children.—MRS. ALBERT TOSCH, 4318 W. 21st Place, Chicago.

## FLORIDA

### *Dads Increasingly Interested*

Fathers of the pupils of Leesburg High School and Memorial Junior High School of Orlando, Florida, are serving as membership chairmen. Each room has a "Home-room Father" as well as a "Home-room Mother" to help interest parents. The Memorial Junior High association reports that a majority of the fathers attend meetings held in the evenings.

The Volusia County Council is presided over by a father who is also the president of the first Superior association in the state, the Lenox Avenue P. T. A.—MRS. LUCILLE M. HIGGINS, 3008 San Jose, Tampa.

### *Radio Study Groups*

Dade County, Florida, has several study groups which assemble regularly for child study work. They are directed over radio station WIOD by Dr. S. J. Crumline, general executive of the American Child Health Association.—MRS. P. M. DOKES, 431 N. E. 29th Street, Miami.

## MASSACHUSETTS

### *Projects*

Increasing and holding membership was the subject of a special meeting of the Springfield Council, Massachusetts, to which association presidents and membership chairmen were invited. Nearly all of the thirty associations comprising this council were represented.

The Pelham association meets once a year in a typical New England church in the tiny hamlet of Packardville. This year a Massachusetts field secretary was present and spoke to an audience of fifty parents and teachers, many of whom had come several miles to attend. The special project of this association, a dental clinic for the Pelham schools, has been successfully carried out during 1930 and will be continued during the next year.

The Gill association enhances its meetings by having community singing that is community singing; it increases its effectiveness by having fifteen minutes of parliamentary practice at each meeting. The special projects of this association are community recreation for the young people of the town and better library facilities. A new development is a community meeting in each district to acquaint the parents with the school. The work of the pupils is exhibited on the desks, and school ideals and methods are explained by the teachers.—*Massachusetts Parent-Teacher Bulletin*, December, 1930.

## NEW MEXICO

### Albuquerque

*A toy orchestra directed by Mrs. Sarah Yott, Vice-President, New Mexico Congress*





## ARKANSAS

### *P. T. A. Basketball Team Provides "Wise Use of Leisure"*

The application of the Arkansas state convention theme to parent-teacher activities resulted in the organization of basketball teams composed of members of Congress units in the Hot Springs Parent-Teacher Council. The convention theme, "Wise Use of Leisure," is being emphasized as the topic for programs throughout the state.

The council proposed a basketball tournament, and the senior high P. T. A. and the Jones P. T. A. were the first teams to enter the tournament. The senior high team defeated the Jones team and were immediately challenged by the team of the junior high P. T. A.

The pupils of the school are learning that their parents and teachers can play as well as work; a more intimate school interest and friendship are resulting and school spirit runs high as the parents and teachers of one school meet those of another school on the athletic field.—MRS. R. D. KIMBALL, 218 Plateau Street, Hot Springs.



*Basketball Team, Senior High P. T. A., Hot Springs, Arkansas.*

(Mrs. Scott Wood, forward on the senior high P. T. A. team, is hostess city chairman for the entertainment of delegates who will attend the national convention to be held in Hot Springs, May 3-7, 1931.—DEPARTMENT EDITOR.)

*March, 1931*



### WILL YOU HELP?

By sending accounts and pictures of *P. T. A. Summer Activities*, either accomplished in the past or planned for this summer, to Mrs. Buhlig by March 15 for use in the June issue.

### WILL YOU?

## MISSISSIPPI

### *State Fair Exhibit*

A poster made from covers of *CHILD WELFARE* and exhibited at a State Fair in Jackson, Mississippi, won for the Power School P. T. A. the first prize in a poster contest. The foundation was orange cardboard. By cutting out the oak trees, leaves, and acorns from the front covers of *CHILD WELFARE* and pasting them around the edge of the cardboard a border was made. In the center was a seven-pointed star of black, at the points of which were silhouettes designating the "Fundamental Purposes" of the parent-teacher association for the year 1930-31. These silhouettes also were cut from the covers of the magazine. Thus *CHILD WELFARE* is not only useful from "cover to cover," but includes helpful suggestions on the cover.

MRS. G. W. THAXTON.

## CORRECTION

### *January CHILD WELFARE*

*On page 297 the state of New York was given credit for work done in the state of Washington.*

# A Parent-Education Course

PREPARED BY GRACE E. CRUM

*Associate Chairman, Committee on Parent-Education*

BASED UPON

## Character Training

*By Charles E. Germane and Edith G. Germane*

For Preschool, Grade, and High School Study Groups

### *Lesson Seven*

TO THE STUDY GROUP LEADER

SUGGESTED ROLL CALL TOPIC: "What devices do you employ to relieve the strain of homekeeping?"

ILLUSTRATIONS—Some mothers make a systematic practice of listening to a regular feature over the radio, such as "Seth Parker" and "Amos 'n' Andy." Many mothers who give time to parent-teacher activities and other club work, arrange for a study hour when the children are asleep or at school. Some plan their schedule in order to take a short mid-day rest. Do you not feel that every mother requires some relaxation which is adapted to her own particular need? Discuss.

### CHAPTER XI

#### The Place of Coercion in the Rectification of Faults

*"The main idea of this chapter is that coercion is a very poor way to get a child to meet his life situations wholesomely. Its popularity with parents and teachers may be due to the fact that it can be administered quickly and seems to get immediate results. But the undesirable consequences may last for years. Coercion is frequently justifiable with very young children. In a few instances, coercion is justifiable with older children, but with them it should be used only as a last resort." From "An Outline for the Study of CHARACTER EDUCATION," by Charles E. Germane.*

1. Answer topical questions throughout the chapter.

2. STUDY HINTS AND QUESTIONS, from Charles E. Germane's "Outline."

a. Cite an illustration showing how a child was helped to meet some vexing life situation without punishment because his parent or teacher used one or all three of the following methods: (1) anticipation of the possible crisis, thus averting its worst features; (2) substitution of another way for the one on which the child was determined; (3) reasoning or talking it over.

b. Cite an illustration showing where coercion was necessary until the child developed enough skill in doing a certain task to furnish him satisfaction in his work.

c. Will coercion be used by parents and teachers who apply the three laws of learning in helping their children to meet their life situations?

d. Cite illustrations showing that little children from 1 to 5 years of age are likely to become wilful, disobedient, and spoiled unless they learn to behave by the method of coercion.

e. Cite examples which will illustrate the three kinds of character growth that might come from coercion. Pages 171-172.

f. State briefly the value of the method of coercion. Pages 174-176.

3. Read aloud in class and discuss each statement under "Conclusion." Page 175.

*"We have no quarrel with those who claim that corporal punishment is occasionally of value in certain cases during the pre-school years. A sharp smack on the hands*

may serve a very useful purpose in reminding the child that certain acts are forbidden, that they bring disapproval and occasionally pain. We believe, however, that corporal punishment could be entirely eliminated as a disciplinary measure without great loss. For every child whose conduct is improved through fear of punishment, who is helped and encouraged to build up habits of conformity that are durable and dependable, a score are made sullen, resentful, and rebellious by the same method. . . . Physical punishment of the whacking, slapping type, meted out simply to indicate the parents' annoyance at the undesirable conduct, has no value; for it only makes the child defiant and resentful and fills him often with a desire to 'get even' with the one who punished him." From "Everyday Problems of the Everyday Child," by Dr. D. A. Thom, published by D. Appleton and Co., New York.

## CHAPTER XII

### The Home as the Cradle of Democracy

"In Chapter IV it was pointed out that an individual is a replica of his environment. The extreme plasticity of the child's nervous system is both a blessing and a curse, making it possible for him to develop desirable or undesirable habits with ease. Chapter XII is really a continuation of Chapter IV, showing how a child who is reared in an environment of sympathy, service, and sacrifice (the corner stones of a true democracy), through imitation becomes the incarnation of those virtues. Democracy is yet a myth because few believe that altruism is universally possible. But when children are reared in homes where the spirit is 'all for one and one for all,' they are being prepared for a democracy in a democracy. Chapter IV indicated how bad habits are formed because of a pernicious environment. This chapter shows how good habits are formed by a wholesome environment in which the laws of readiness, exercise, and effect are used in connection with vital life situations." From "An Outline for the Study

March, 1931

of CHARACTER EDUCATION," by Charles E. Germane.

1. Answer topical questions throughout the chapter.

2. STUDY HINTS AND QUESTIONS, from Charles E. Germane's "Outline."

a. Show how the modern political, social, and business life conflicts with the ideas of a democracy as set forth by Jesus. Pages 177-178.

b. Why is a democratic home the foundation for a democratic republic? Pages 178-179.

c. What are the earmarks of a democratic home? Pages 180-181.

d. In a true democracy all have equal rights. Should children ever criticize their parents and teachers?

3. Read aloud in class and discuss paragraphs under "Conclusion." Pages 186-187.

"We may still believe that the needs of the modern state, which are the needs of the race, may best be met by the ancient institution of the family. But to do so the family must squarely face its responsibilities and put first things first; it must meet and solve the problems presented by modern material and social conditions; above all, it must become more genuinely democratic and more whole-heartedly Christian. The training of children is no mere side issue; it is the main business of those of us who are parents." From "The Training of Children in the Christian Family," by Luther A. Weigle, published by The Pilgrim Press, Boston and Chicago.

### For Little Boys

God bless all little tousle-headed boys,

All Bold Explorers under Grown-Up skies,

All knobby-knuckled devotees of noise,

All Robin Hoods and Arthurs in disguise.

God bless all little boys with sunburned knees,

Sworn enemies of garden plots and roses,  
Who flaunt defiant cowlicks in the breeze  
And wear large freckles spread across their noses!

—SARA HENDERSON HAY in *Hygeia*.

# ACORN ITEMS

*Mrs. Lynn Bovee, of Erie County, Pennsylvania, has written this little promotion poem for CHILD WELFARE and gladly passes it on for general use.*

There is a helpful magazine,  
So friendly, up-to-date,  
That every parent needs it  
In every single state.

And so does daughter's teacher—  
It will help her understand  
The many, many problems  
She meets on every hand.

It only costs a dollar,  
Though it really should be two.  
You surely need CHILD WELFARE  
To help in all you do.

Mr. Harold Ladd Smith, president of the Proctor Parent-Teacher Association of Vermont, has made a complete index of all articles in CHILD WELFARE back to 1926 which will help in preparing his program for 1930-1931, on the general subject, *The Parents' Responsibility to the Child*. Mr. Smith has catalogued an enormous amount of material on Recreation, School Work, Home, Character Development, Reading, Use of Leisure, Health, and Safety.

The Father's Responsibility in Sex Education, Character Training, Self Improvement, and in Home Management is being discussed at four informal evening meetings, for men only, held at the high school in Proctor.

N. B.—Keep Magazines on File.

Coming right from the heart of a Kansas mother is this: "I have nine children and CHILD WELFARE helps in many ways and gives new ideas. We also appreciate the fact that others have the same problems we have to cope with. It makes parents feel

that they are not alone in their struggle to make good moral citizens for our country."

The educational value of CHILD WELFARE is recognized by the Lansdale High School, Lansdale, Pa. Miss Dorothy Faust, in charge of the Domestic Arts Department, uses the magazine in her Child Care and Child Training Classes.

*The Guardian*, published for leaders of Camp Fire Girls, gave wide distribution to Dr. Garry Cleveland Myers' ideas about "adolescence," written for CHILD WELFARE, by reprinting many of his statements in its October issue.

"I find your magazine very helpful way out here in the heart of Africa," writes Mrs. Esma Rideout Booth from the Belgian Congo.



*At the N. Y. State Convention Mrs. Ellis A. Bates, Magazine Chairman for the state, appeared in a modern Child Welfare booth dressed in one of her great-grandmother's gowns. Displayed prominently was this sign: Are your child-training methods as antiquated as my costume?*

March, 1931



## "My Son John"

*A Simple Playlet  
for Parent-Teacher Groups*

**D**R. GEORGE K. PRATT, national chairman of the Committee on Mental Hygiene, announces that a very interesting playlet, suitable for parent-teacher groups to use, is just off the press. It is called "My Son John." Its authors are Lawrence F. Wooley, M.D., and George K. Pratt, M.D.

The playlet attempts to make clearer some of the modern ways of looking at problems of behavior in children, and also the mental hygiene methods for dealing constructively with such problems. It tells in an interesting and a gripping manner that neither the clinic nor the psychiatrist can accomplish the task of changing the child's behavior unaided. *They must have the understanding help of fathers and mothers.*

The characters are:

John Taylor, nine years old and still "normal" despite his behavior difficulties  
Mrs. Taylor, his mother  
Mrs. Jones, a neighbor  
Miss Wilson, a social worker  
Miss Curtis, a psychologist  
Doctor Prentice, a physician who is also the psychiatrist in charge of the Wellville Child Guidance Clinic

The playlet may be ordered from Dr. Pratt, 370 Seventh Avenue, New York, at 10 cents per copy; fifty or more at the rate of \$7.50 per hundred.

## RED SHOES

*Katharine Ellis Barrett*

THE thoughts of a little boy as real as Christopher Robin put into verse that pleasantly resembles Robert Louis Stevenson. Charming illustrations by Dorothy Fuller Odell.

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**THE WOMANS PRESS**

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## THE OAK LEAF CONTEST

For the 1930-31 Child Welfare subscription campaign year the branches have been divided into four classes, according to National Congress membership, as follows:

CLASS 1—Branches having over 50,000 members.

CLASS 2—Branches having from 20,000 to 50,000 members.

CLASS 3—Branches having from 10,000 to 20,000 members.

CLASS 4—Branches having less than 10,000 members.

Basing totals on subscriptions received from April 1, 1930 to January 31, 1931, the branches in the various classes rank as follows:

CLASS 1	CLASS 2	CLASS 3	CLASS 4
1. California	1. Iowa	1. South Dakota	1. Arizona
2. Illinois	2. Minnesota	2. Oregon	2. Montana
3. New York	3. Arkansas	3. Oklahoma	3. Vermont
4. Pennsylvania	4. Kansas	4. Mississippi	4. Idaho
5. Ohio	5. Georgia	5. Dist. of Col.	5. Louisiana
6. New Jersey	6. North Carolina	6. North Dakota	6. Maryland
7. Texas	7. Tennessee	7. Massachusetts	7. South Carolina
8. Michigan	8. Florida	8. West Virginia	8. New Mexico
9. Missouri	9. Indiana	9. Alabama	9. Wyoming
10. Colorado	10. Washington	10. Connecticut	10. Maine
	11. Wisconsin	11. Rhode Island	11. New Hampshire
	12. Kentucky	12. Virginia	12. Utah
	13. Nebraska	13. Territory Hawaii	13. Alaska
		14. Delaware	

CHILD WELFARE is MORE than a MAGAZINE. It is a SERVICE to the MEMBERSHIP of the NATIONAL CONGRESS OF PARENTS AND TEACHERS



## Mrs. Cope Answering

**Question**—*Again I am appealing to you for help. My six-year-old boy has developed a don't care attitude. Regardless of what the discussion may be about his answer is, "I don't care." I am inclined to believe it is a bluff to cover an inferiority complex.*

It is necessary first of all to know the cause of the "I don't care" attitude. If you think it is caused by a feeling of inferiority then do all you can to remove this feeling, for a child in this condition goes through much suffering. Encourage him in the efforts he makes and always commend any good results he may accomplish. Help him to succeed in what he undertakes to do, as this will develop his confidence in himself. Do not expect him to do things that are too difficult for him.

There is perhaps a possibility that the child is receiving too much attention. Give him the care he needs in health, education, and moral training. Then learn to let him alone. Every child needs some time to himself. A child that is over indulged ceases to make any effort and becomes indifferent.

Perhaps you are doing too much for him. Never do for a child when he is able to do for himself. At his age he probably is in school part of the day. See that he has a few very simple duties in the home. Keep him out of doors as much as possible. Avoid argument and discussion. A child learns by doing and not by preachments. Give only such commands and requests as are necessary and see that they are carried out. Be patient and kind. Take him into your confidence and make a loving companion of him. Let him know that you love and trust him.

**Question**—*My small son has become acquainted with a boy his own age who is everything undesirable. Dick has a pronounced attraction for my son. Can you help me? Thank you so much for your past splendid help.*

Perhaps you can make it possible for your son to meet other children of his own age,

among whom he may find someone equally attractive. It is also better for him to have a number of playmates. This will assist in preventing fixation upon one child alone.

As he is still small he should play most of the time at home in his own yard, or at the home of someone whom you can trust. Therefore, encourage him to invite other children to his home. This helps to lessen the influence of any one child and perhaps your son will find someone he likes better than Dick.

Keep an eye on how things are progressing when the children are at play, without letting Son become conscious of the fact. See that they always play in the open, never behind closed doors. Do not openly oppose Dick, but at the same time let Son know that your family upholds certain standards of conduct.

You might say to the other boy: "When you come to our house we like you to do this. All our friends play this way." Perhaps the mother of Dick would be helped, as well as her son, if you had a talk with her. This must be done with tact. Take her into your confidence and have a friendly chat together, with the thought of mutual help uppermost in your mind.

If all these helpful methods fail it may be necessary to say to your son's playmate: "When you can come and behave as these other boys do we shall be glad to have you. Until then it is best for you to stay at home and think about it." However, you must be on your guard for secret meetings.

Be calm and self-controlled throughout the whole procedure. Often these little friendships are short-lived in small children. You must be "the captain of your soul" if you expect to master the situation. Be loving, kind, and a good pal to your son.

**Question**—*My daughter of eight so frequently says, "I forgot." When I ask her why she failed to do certain things she says, "I forgot." How can I help her to remember?*

Regularity in the home will be a great help to her. Meals, bedtime, outdoor play, and school, of course, should be at the same time each day. This helps the child to know what to expect next, and promotes a certain poise and peace of mind. Encourage her to come and tell you when she has done what was expected of her, as, "Mother, I have washed my hands"; "I have read my lesson." This helps to impress these things upon her mind. Each time she does her little task give her a word of commendation, as, "Mother is glad you remembered to put your book on the shelf."

As she is old enough to write she might make a list of some of her duties. Then let her check off each item as it is accomplished. There are many attractive little ways of helping children to remember. A fresh, clean handkerchief, with perhaps a little perfume on it, encourages the use of it. A bright-colored tooth brush induces the daily brushing. You will think of others as the need arises.

Of course, you will have to remind her sometimes. The same applies to adults. Children are absorbed in the activities of the present moment and easily forget, especially while they are quite young. So don't be discouraged.

**Question**—My children always bring and invite their friends to our home. Should this be encouraged? Should they consult me first? I wonder if they should have more time to themselves?

You are to be complimented upon the fact that your children feel free to invite their friends. Your hospitable spirit and your close companionship with your children has undoubtedly brought this about, and the world needs more of these qualities. When children and young people play together in a good home we know they are safe and secure and in wholesome surroundings. If more children had this opportunity there would be fewer of the mistakes which cause us anxiety.

Perhaps you could say to the mothers of your children's friends, "I am so glad that our children have such good times together.

Wouldn't it be fine to have a weekly play day, or evening, at each other's homes?" This would be good for the mothers as well as for the children.

Of course, even our best friends should not disturb the privacy of the home life. The members of the family should have some time together. Then too, each one, the child included, must have some time for himself alone. In these busy days, especially in our cities, we are apt to be pulled here and there until we are so "wound up" that we cannot stop.

We must have some time to think, to be with ourselves alone, and to get "in tune with the Infinite." A happy, normal life is one that is well balanced. It needs friends, home life, and some solitude.

(Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)

## TRAINING CHILDREN

by  
WILLIAM H. PYLE, M. D.

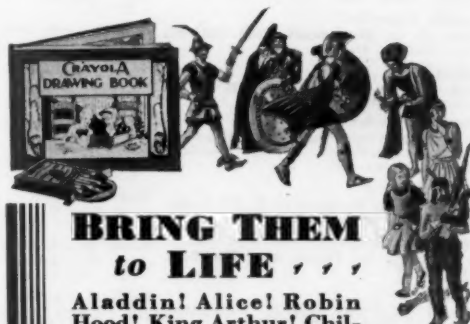
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"This book is so lucidly and simply written in its explanations and discussions and is so practical in its applications that any one charged with the care of children could read it with benefit."—*The New York Times*.

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**National Congress of Parents and Teachers**

**State Conventions in April, 1931:**

- April 8-9—Florida, at Fort Myers
- April 9-10—Connecticut, at Hartford
- April 13-16—Mississippi, at Jackson
- April 16-18—Arizona, at Phoenix
- April 21-24—Oklahoma, at McAlester
- April 22-24—Illinois, at East St. Louis
- April 22-24—Michigan, at Traverse City
- April 27-29—Louisiana, at Shreveport
- April 1-4—Convention of the American Physical Education Association, Detroit, Michigan
- April 1, 8, 15, 22, 29—Parent-teacher radio talks over WHAS (For time and subjects see newspapers)
- April 8-10—Inland Empire Education Association, Spokane, Washington. Section meetings of Washington, Oregon, Idaho, and Montana Congresses
- April 8-11—Convention of the American Association of University Women, Boston, Massachusetts
- April 13—World Conference on Work for the Blind, New York City
- April 20-25—Annual Convention, Association for Childhood Education, Cleveland, Ohio
- April 26-May 2—Better Homes Week
- May 1—National Child Health Day
- May 1-2—National Conference on Parent Education, Hot Springs, Arkansas
- May 3-7—Annual Convention, National Congress of Parents and Teachers, Hot Springs, Arkansas